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AUTHOR Paris, Norma Jean
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ABSTRACT

The purpose of this three-year study was to investigate the participants' theoretical orientations to reading over time. By presenting an in-depth description of the thoughts and actions, as related to the research questions, of nine student teachers during their student teaching experience, and again three years later as elementary teachers, this study provided valuable insights into the degree to which a well-defined theoretical orientation to reading is internalized and how it manifests in classroom practices. The research questions that were investigated included the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influenced consistency between theoretical orientations and planning. Results indicated that: (1) the participants' theoretical orientations to reading appeared to be internalized and the remained consistent over time; (2) theoretical orientations and daily planning for reading instruction were consistent for 2 students teachers (and inconsistent for the other 7), while after 3 years of teaching, orientations and planning were consistent for 4 participants and inconsistent for 5; (3) administrative support was considered an enabling factor in the opportunity to carry out personal beliefs about instruction; (4) use of basals and accompanying teacher guides was both an enabling and a constraining factor in planning reading instruction; and (5) participants described teaching as an exhausting profession, and at times wondered if they could continue to endure the stress. The knowledge contributed by this study has implications for such practical concerns as the development and implementation of teacher preparation programs and inservice education. Contains 42 references and 3 tables of data. Appendixes contain a permission letter and the Deford Theoretical Orientation to Reading Profile. (Author/RS)

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ED 445 319

AN INVESTIGATION OF CONSISTENCY BETWEEN THEORETICAL ORIENTATIONS TO READING AND PLANNING FOR READING INSTRUCTION: A THREE-YEAR STUDY

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Curriculum and Instruction

by
Norma Jean Paris
B.A., Louisiana State University in Shreveport, 1975
M.Ed., Louisiana State University, 1977
Ed.S., Louisiana Tech University, 1980
Sp.S.Psy., Louisiana State University in Shreveport, 1985
August 1997

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N. J. Paris

CS 014 098

DEDICATION

I dedicate this dissertation to my loved ones,

most of all to my husband Barney.

Because of his love and faith in me, he took over

many chores and kept pushing me to get the job done.

His encouragement kept me focused.

To my beautiful daughters,

Donna Katherine Paris Willis

Cynthia Elizabeth Paris Collins

who upheld me with their faith and love.

To my grandson, Michael Robert Willis, who

believed that G.N. could do anything.

In memory of my son

Barney McKinley Paris, III

who, in his twelve years on this earth, delighted us

with his wit and his enjoyment of the world.

And to my many friends who upheld me

with their love and prayers.

Thank you all.

ACKNOWLEDGMENTS

To my committee members, thank you. To Dr. Earl Cheek, Jr., my major professor, you are the one who encouraged me to enter the doctoral program, who told me that I had the ability to do it, and who paved the way for me. Because of your guidance, I achieved a life dream. I shall be forever grateful. To Dr. Janice Stuhlmann, you have the rare gift of eliciting quality work while at the same time maintaining a warm relationship. Your willingness to contribute endless hours of your valuable time contributed significantly to the completion of this achievement. To Dr. Gary Rice, what an inspiration you were to me in the classroom. Your encouragement, enthusiasm, and big smile kept me going through some tough times. To Dr. Peter Soderbergh, you encouraged me many years ago when I was working on my master's degree. I am glad you were there again for me when I did the doctorate. To Dr. Richard Nelson, I was so blessed that you were assigned to be the Graduate School Representative. I have appreciated your expertise, as well as the warmth and respect that you have accorded me.

Thank you all.

ABSTRACT FOR ERIC DATA BASE

Title: An Investigation of Consistency between Theoretical Orientations to Reading and Planning for Reading Instruction: A Three-Year Study

Author: Norma Jean Paris, Ph.D.

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The purpose of this three-year study was to investigate the participants' theoretical orientations to reading over time. By presenting an in-depth description of the thoughts and actions, as related to the research questions, of nine student teachers during their student teaching experience, and again three years later as elementary teachers, this study provided valuable insights into the degree to which a well-defined theoretical orientation to reading is internalized and how it manifests in classroom practices.

The research questions that were investigated included the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influenced consistency between theoretical orientations and planning.

Findings. Question A investigated the nine participants' theoretical orientations to reading over a three-year period. The Theoretical Orientation to Reading Profile (TORP) was initially administered to each participant when they were student teachers, and again after three years of teaching experience. An examination of the reading profiles indicated that seven of the participants began their student teaching with the skills orientation to reading, one participant with the phonics orientation, and one participant with the whole language orientation. An examination of the reading profiles three years later indicated that the scores of eight of the participants fell within the range described as the skills orientation, with the exception of one whose score fell within the range described as the whole language orientation. The only change was the participant who changed from

a phonics to a skills orientation. Therefore, in this study, the participants' theoretical orientations to reading appeared to be internalized and they remained consistent over time.

Question B investigated the consistency between the participants' theoretical orientations and their planning for reading instruction. Written lesson plans and interview data were collected and analyzed when the participants were student teachers, and again after three years of teaching experience. Results indicated that the theoretical orientations and daily planning of two of the student teachers were consistent, while the theoretical orientations and daily planning of seven of the participants were not consistent. Results after three years of teaching experience indicated that the theoretical orientations and planning of four of the participants were consistent, while the theoretical orientations and planning of five of the participants were not consistent.

Question C investigated the enabling or constraining factors that the participants identified as having influenced consistency between their theoretical orientations and planning when they were student teachers, and again after three years of teaching experience. Results of this study indicated that the participants did believe that there were several enabling and constraining factors that influenced their planning. A significant factor that emerged from the data collected from the participants indicated the importance of relationships with cooperating teachers and later with principals of their schools. Administrative support was considered to be an enabling factor in the opportunity to carry out personal beliefs about instruction. When administrative support was lacking, the participants felt constrained and found it difficult to carry out personal beliefs about instruction. Another contextual variable that emerged as an enabling or constraining factor was the response of pupils to instruction. The participants modified their planning for reading instruction according to the positive or negative responses of the pupils and the ability levels of the pupils. The use of basals and accompanying teacher guides was both an enabling and a constraining factor in planning reading instruction. Some of the participants felt that basals were useful in providing structure and information about what pupils should be expected to know in the different grade levels. They also

liked the security of having specific plans to follow, whereas others viewed the basals as constraints to teacher creativity and freedom of choice. The participants, as student teachers and again as experienced teachers, expressed significant concerns about state-mandated testing as a constraining variable in their planning for reading instruction. Most of the participants felt that their planning for instruction was driven by state-mandated testing, and therefore they felt pressured to teach to the tests. Other significant constraining factors that emerged from this study were those of time management, exhaustion, and illness. The participants expressed frustration about lack of adequate time for planning. Throughout the study, the participants described teaching as an exhausting profession, and at times wondered if they could continue to endure the stress. When the participants began their student teaching experience, they felt that they were healthy, but over time they began to experience numerous illnesses.

The knowledge contributed by this study has implications for such practical concerns as the development and implementation of teacher preparation programs and inservice education.

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ABSTRACT

The purpose of this three-year study was to investigate the participants' theoretical orientations to reading over time. By presenting an in-depth description of the thoughts and actions, as related to the research questions, of nine student teachers during their student teaching experience, and again three years later as elementary teachers, this study provided valuable insights into the degree to which a well-defined theoretical orientation to reading is internalized and how it manifests in classroom practices.

The research questions that were investigated included the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influenced consistency between theoretical orientations and planning. The knowledge contributed by this study has implications for such practical concerns as the development and implementation of teacher preparation programs and inservice education.

CHAPTER 1

INTRODUCTION

The major goal of research on teacher thought processes is to increase our understanding of how and why the process of teaching looks and works as it does. The fundamental assumption behind the emerging body of research on teacher thinking is that teachers' beliefs greatly influence their pedagogical practices in the classroom (Clark, 1988; Clark & Peterson, 1986; Short & Burke, 1996; Watson, 1994). Watson (1994) stated, "We are our beliefs. They direct everything that happens in or out of our classrooms" (p. 606).

The major difficulties in conducting research on teachers' thought processes are that teachers' thought processes are not easily investigated and that teachers' thought processes must be inferred. Definitions are basically conventions, general agreements among researchers that a particular term will represent a particular concept. A community of scholars engaged in research has a responsibility to communicate ideas and results as clearly as possible by defining constructs with preciseness of word choice and meaning.

The first difficulty in defining teachers' thought processes is that this is a broad psychological construct that does not lend itself easily to empirical investigation. A construct such as this must come before the reductionist,

multidimensional chopping block to suit the requirements of research. It is a subject area that must be organized in some optimal fashion so that it can be understood and transmitted. Pajares (1992) noted that when researchers speak of teachers' thought processes they are referring not to the teachers' broader, general belief system of which educational beliefs are but a part, but to teachers' educational beliefs. However, the construct of educational beliefs is still broad and for purposes of research it is difficult to operationalize. Therefore, the construct of educational beliefs is broken down into educational beliefs about numerous educational topics such as, for example, reading. Thus, teachers' theoretical orientations to reading are a subcategory of teachers' thought processes. For purposes of research, a teacher's theoretical orientation to reading may be defined as a cluster of beliefs centered around the topic of what a teacher believes about how a person learns to read.

The second difficulty in defining teachers' thought processes is that it is unavoidable that for purposes of investigation, teachers' thought processes must be inferred. Teachers' thought processes cannot be directly observed or measured but must be inferred from what teachers say, intend, and do. Researchers must carefully study the ways teachers give evidence of their educational beliefs. Rokeach (1968) suggested that inferences about beliefs

must take into account an individual's belief statements, intentionality to behave in a predisposed manner, and behaviors related to the belief in question as ways that individuals give evidence of belief. Therefore, as a subcategory of teachers' thought processes, a teacher's theoretical orientation to reading can only be inferred.

Clark and Peterson (1986), Kagan (1992a), Pajares (1992), and Short and Burke (1996) noted that since the study of teacher thought processes is based on the assumption that teachers' thinking and behaviors are governed by their personally held belief systems, then researchers must examine teachers' belief systems and the context in which teachers plan and make instructional decisions. Harste and Burke (1977), among the first to suggest that the teaching of reading is theoretically based, defined theoretical orientation in reading as "a particular knowledge and belief system held toward reading" (p. 32). Drawing on their theoretical and interview data, Harste and Burke concluded that this belief system establishes expectancies and influences teachers during the planning and implementation of reading instruction.

Clark and Peterson (1986) stated that contextual variables must be included in the investigation of teachers' thought processes. For purposes of research in this area, contextual variables may be defined as constraints and opportunities that impinge upon the teaching process.

Researchers who have suggested that there are enabling or constraining factors that influence the degree of consistency between theoretical orientations to reading and planning for reading instruction include Kinzer (1988), Mitchell (1990), and Wilson, Konopak, and Readence (1992).

The procedures that were followed in my investigation of the topic of the consistency between theoretical orientations to reading and planning for reading instruction, as well as the enabling and constraining factors related to this consistency, were within the paradigm of naturalistic inquiry, a methodology which is considered particularly appropriate to the study of processes (Cooper, 1976; Guba, 1978; Petrosky, 1977).

How This Study Evolved

As a doctoral student, I was assigned the role of College Coordinator by the Office of Clinical Experiences. As I began a pilot study with my ready-made population of the student teachers who were assigned to me for the fall semester of 1993, it seemed an expedient choice since I was guaranteed an entree into the classrooms where these student teachers were assigned. Since my natural duties would include observations, interviews, group meetings, and inspections of daily lesson plans, unit plans, and journals, I realized that my new role could provide possibilities for diverse insights to emerge.

As I began to write and collect field notes, I felt that I was setting out on a journey with no clear idea of where I was going. I was reassured by Patton's (1990) description of naturalistic inquiry, which explained that qualitative designs are naturalistic in that the research setting is a naturally occurring event and that the researcher does not attempt to manipulate this natural setting. I was further encouraged by Guba's (1978) description of naturalistic inquiry as a discovery-oriented approach that minimizes investigator manipulation of the study setting and places no prior constraints on what the outcomes of research will be.

As the semester progressed and I continued to examine my voluminous pile of field notes, there was a portion of one observation in particular that stood out, which was as follows:

> It is 10:15 in the morning and K. is beginning the reading class. Give me your eyes. Each group is going to go to a different center, blue group I'm telling you what you have to do. This paper is v and x. Repeat after me, vet, box. This is a review, you did this yesterday. (Gives student papers to pass out to the blue group) This one for the green group is about short e. This is a review also. (Gives student in that group a paper to pass out) Shamika's group, you may go to the art center to make your scarecrows. (There is a parent volunteer who has their materials ready and who is going to work with this group) K. walks over to blue group and says This is your time to work not to talk. She says to one of them You are the helper, Did you make sure everyone got a sheet? Excuse me, there's too much noise, we need to work quietly. One student shows her his paper. She says great job. Yellow group, you may go to the computer center. They go and get right to work. She sends two other students to the reading

> center, a nook with a bookcase. The boy sits on the beanbag and the girl on the rug. The two talk about their books by picking up hand puppets and the puppets read some sentences aloud. K. says to green group: Sweet children, it is time for your little reading test. I still have some children who did not clear their desk. I'm very unhappy. While giving the oral reading test, K. is also calling out the names of students who can go to the lego center and gives the yellow group instructions to draw pictures of their spelling words when they are through with their sheets. Draw as many pictures as you like. (What a juggling job, I am thinking. I count 27 little first graders being juggled) Sweet children, there's a lot going on in this room. You must pay attention and not make noises with your mouths so everyone will get a turn. Student in another group asks her a question. She says Listen, we're having a test over here at this time. Please wait. No talking, blue table.

It was at this point that my interest turned to the study of teacher thought processes, the branch of educational research that was described at the beginning of this chapter. My interest began to focus on the student teacher as I observed the complexity of her task while she was teaching this reading lesson, and as I began to speculate about the process she had gone through in developing her lesson plan for this task. I speculated about what Jackson (1968) described as the complex world of individual psychology that lies beneath the surface of classroom events. He stated,

> A glimpse at this hidden side of teaching may increase our understanding of some of the more visible and well-known features of the process (p. 172).

When I first determined that I wanted to utilize the Theoretical Orientation to Reading Profile (TORP), developed by DeFord (1979, 1985), in order to assess the theoretical

orientation to reading of each of the student teachers, it seemed to me that the methodology of naturalistic inquiry would have to be abandoned. However, DeFord (1985) recommended that interviews and/or observations be used in conjunction with the TORP to confirm teacher orientation. Once again, I was reassured by Patton (1990) who stated that "some quantitative data may be collected in naturalistic inquiry approaches" (p. 44). Patton further stated,

> By using a variety of sources and resources, the evaluator-observer can build on the strengths of each type of data collection while minimizing the weaknesses of any single approach. A multimethod, triangulation approach to fieldwork increases both the validity and reliability of evaluation data (p. 245).

As I continued with the pilot study of the student teachers during the fall semester, I was able to determine that the amount of time needed for data collection was feasible, that the procedure for data collection was realistic, and that the analysis methodology would be appropriate for examining the collected data. During the process, the purpose of the research was clarified and the primary research questions came into focus.

Historical Perspective of the Study

In June, 1974, the National Institute of Education convened a week-long National Conference on Studies in Teaching to create an agenda for future research on teaching. As a result, a report was produced in 1975 by the National Institute of Education that enunciated an explicit

call for research on teachers' thought processes. It was stated that,

> It is obvious that what teachers do is directed in no small measure by what they think. Moreover, it will be necessary for any innovations in the context, practices, and technology of teaching to be mediated through the minds and motives of teachers...If teaching is done...by human teachers, the question of the relationships between thought and action becomes crucial (p. 1).

Harste and Burke (1977) were among the first to speculate about a relationship between teacher thought processes and a theoretical orientation to reading. They noted that this belief system influences teachers during the planning and implementation of reading instruction.

Clark and Peterson (1986) stated that their review of the research on teacher thought processes yielded so few studies that "each study seems to break new ground. At this time, we have little that could be called a systematic and cumulative body of research" (p. 292). However, in spite of the paucity of studies, they noted that their review suggested some broad conclusions about research on teacher thought processes. These conclusions were that (1) teachers do have theories and belief systems that influence their perceptions, plans, and actions; (2) teachers do plan in a variety of ways, and these plans do have real consequences in the classroom; and (3) the research does show that since thinking plays an important part in teaching, the research called for by the National Institute of Education in 1975 is not "far-fetched" (p. 292).

Pace and Powers (1981) stated that the extent to which teachers' behaviors are influenced by their theoretical orientations were difficult to demonstrate, largely due to the lack of reliable instrumentation. Noting the need in reading research for a consistent measure that would profile teacher held belief systems accurately and reliably, DeFord (1979, 1985) developed and validated an instrument to classify a teacher's theoretical orientation to reading instruction. The DeFord Theoretical Orientation to Reading Profile (TORP) has been used extensively since its development and is considered both a reliable and valid indicator of respondents' theoretical orientations to reading (Scheffler, Richmond, & Kazelskis, 1993).

Noting the paucity of research studies designed to investigate consistency between teachers' theoretical orientations to reading and their instructional choices, Kinzer (1988) compared the beliefs and instructional choices of preservice and inservice elementary teachers. For comparison, participants were asked to choose from sets of belief statements and lesson plans. Although this was a pivotal study, Kinzer stated that a limitation of his study was that in comparing teachers' beliefs and their potential relationship to instructional practices, both groups were placed into a hypothetical situation. He further stated that teachers would possibly make decisions differently when confronted with preparing lesson plans in a real

instructional situation in a classroom, and that this question should be the basis for ongoing work.

Therefore, Mitchell (1990) sought to extend previous research when she examined consistency between Chapter I elementary reading teachers' theoretical orientations and their relationship to pedagogical practices. In addition to using the belief statements and lesson plans described in Kinzer's (1988) study, Mitchell collected observational and interview data as well as materials pertinent to the planning for and implementation of reading instruction from the Chapter I teachers. A particularly important contribution of Mitchell's study was that her data was analyzed in accordance with Miles and Huberman's (1984) qualitative analysis methodology.

Pajares (1992) stated in his review of the research on teacher thought processes that the investigation of teachers' beliefs is "an avenue that continues to be lightly traveled although it is a necessary and valuable avenue of educational inquiry" (p. 326). Pajares noted that his review of the literature suggested that (1) there is a need for research on the nature and effects of the beliefs of teacher candidates in order to offer insight into teachers' construction of their professional reality, (2) an exploration of beliefs of preservice teachers will enable researchers to better understand the role these beliefs play in the development of future perspectives, (3) the study of

beliefs in terms of teacher practices are particularly suitable for longitudinal studies, which are rare because they are "beyond the scope of all but the most patient and determined dissertators" (p. 328).

Scheffler, Richmond, and Kazelskis (1993) noted that emerging insights into the nature of the reading process have led to a reconsideration of how reading should be taught and have precipitated interest in the significance of teachers' theoretical orientations to reading. Brookhart and Freeman (1992), McGee and Tompkins (1995), and Schunk (1991) have recommended qualitative research methodology as being promising in gaining additional insights regarding connections between beliefs and instructional decisions of teachers and teacher candidates.

Purpose and Significance of the Study

Only a small portion of the literature on teachers' thought processes concerns the investigation of relationships between teachers' theoretical orientations to reading, planning for reading instruction, and enabling or constraining factors. No studies were located that specifically investigated the nature of these particular interrelationships in regard to student teachers. However, Fox (1995) stated that the study of beliefs and or orientations during initial teaching experiences is an important area of inquiry that can "provide us with an avenue of insight into the complexities of learning to

teach" (p. 17). Richert (1992) stated that "one place where 'giving voice' is essential in teacher education is in the articulation of ideas and beliefs about teaching as one enters the field" (p. 191).

Clark and Peterson (1988) stated that longitudinal studies of the development of teachers' thought processes would be helpful in determining how teacher planning and implicit beliefs develop over time. However, longitudinal studies on teachers' thought processes are scarce. Of the very few longitudinal studies on teachers' thought processes that were located, none of them specifically investigated teachers' theoretical orientations to reading and planning for reading instruction. Short and Burke (1996) stated that data tracking of teacher candidates through key phases of their teaching experience would be a particularly valuable line of inquiry in future research.

Clark and Peterson (1986) stated that "a complete understanding of the process of teaching is not possible without an understanding of the constraints and opportunities that impinge upon the teaching process" (p. 258). Several researchers have suggested that there are enabling or constraining factors that influence theoretical orientations and planning (Bruneau & Vacca, 1996; Clark & Peterson, 1986; Duffy, 1977; Kinzer, 1988; Mitchell, 1990; Wilson, Konopak & Readence, 1992). However, studies in which the participants identified the enabling and

constraining factors that they felt influenced the degree of consistency between their theoretical orientations to reading and planning for reading instruction were scarce.

Therefore, the purpose of this study was to investigate the participants' theoretical orientations to reading over time. The nine student teachers who were assigned to me by the Office of Clinical Experiences during the spring semester of 1994 had successfully completed their student teaching, and were in their third year of teaching. Questions to consider included the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influence consistency between theoretical orientations and planning.

By presenting an in-depth description of the thoughts and actions, as related to the research questions, of these student teachers during their student teaching experience, and again three years later as elementary teachers, this study provided valuable insights into the degree to which a well-defined theoretical orientation to reading is internalized and how it manifests in classroom practices. The knowledge contributed by this study also has potential implications for such practical concerns as the development and implementation of teacher training programs and effective inservice education.

Research Questions

The following questions were investigated:

(a) What were the participants' theoretical orientations to reading when they were student teachers, and did these theoretical orientations change after three years of teaching experience?

(b) Was there consistency between their theoretical orientations and their planning for reading instruction when they were student teachers, and was there consistency between their theoretical orientations and their planning for reading instruction after three years of teaching experience?

(c) What enabling or constraining factors did the participants identify as having influenced their theoretical orientations and planning as student teachers, and what enabling or constraining factors did they identify after three years of teaching experience?

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of the literature for this study focused on these areas: (a) teacher thought processes, (b) theoretical orientations to reading, (c) theoretical orientations to reading and relationship to reading instruction.

Teacher Thought Processes

Philip Jackson, in his book Life in Classrooms (1968), was the first to bring attention to the importance of the study of teacher thought processes. Jackson, in this landmark study, attempted to describe and understand the mental constructs and processes that underlie teacher behavior. The descriptive nature of his report, which focused on the complexities of classroom life, was a striking departure from the then-dominant correlational and experimental research paradigm (Clark & Peterson, 1986). Jackson stated that "beneath the surface of classroom events lies the complex world of individual psychology" (p. 172). Jackson's contribution to research on teaching was conceptual. He portrayed the complexity of the teacher's task, and made conceptual distinctions that fit the teacher's frame of reference, such as that between the preactive and interactive phase of teaching, thus calling attention of the educational research community to the importance of describing the thinking and planning of

teachers as a means to fuller understanding of classroom processes.

In Sweden, Dahllof and Lundgren (1970) conducted a series of studies of the structure of the teaching process as an expression of organizational constraints. While this work was primarily concerned with the effects of contextual factors on teaching, it revealed some of the mental categories that teachers use to organize and make sense of their professional experiences. As with Jackson, the Dahllof and Lundgren contribution was primarily conceptual. Of particular significance in the Dahllof and Lundgren research was the conception of the "steering group," a small subset of a class ranging in achievement level from the 10th to the 25th percentiles that the teachers used as an informal reference group for decisions about pacing a lesson or unit. During whole-class instruction, when the students in the steering group seemed to understand what was being presented, the teachers would move the class on to a new topic. But when the teachers believed that the steering group students were not understanding or performing up to standards, the teachers slowed the pace of instruction for all. The steering group was important as a concept both because of its empirical verifiability and because it showed how teachers' mental constructs can have significant pedagogical consequences (Clark & Peterson, 1986).

In June, 1974, the National Institute of Education convened a week-long National Conference on Studies in Teaching to create an agenda for future research on teaching. The participants in this planning conference were organized into 10 panels and each panel produced a plan for research in their area of expertise. The deliberations of Panel 6 on "Teaching as Clinical Information Processing" were of importance to the development of research on teacher thinking. Panel 6 included a diverse group of experts on the psychology of human information processing, the anthropology of education, classroom interaction research, and on the practical realities of teaching. Panel 6 produced a report (National Institute of Education, 1975) that enunciated a rationale for a proposed program of research on teacher thought processes. It was stated that "what teachers do is directed in no small measure by what they think" (p. 3). It was further pointed out that in order to understand, predict, and influence what teachers do, researchers must study the psychological processes by which teachers perceive and define their professional responsibilities and situations.

The Panel 6 report presented an image of the teacher as a professional. This view of the teacher as professional has had a profound effect on the questions asked, methods of inquiry employed, and the form of the results reported in research on teaching thinking (Clark & Peterson, 1986).

Moreover, the Panel 6 report influenced new initiatives in research on teaching in a more instrumental way, when in 1975 the National Institute of Education issued a request for proposals for an Institute for Research on Teaching that would focus on research on teaching as clinical information processing. An Institute for Research on Teaching was established at Michigan State University in 1976, and this organization initiated the first large program of research on the thought processes of teachers.

Fenstermacher (1979) noted that the beliefs teachers hold influence their perceptions and judgments, which, in turn, affect their behavior in the classroom. He predicted that the study of beliefs would become the focus for teacher effectiveness research. Several researchers have noted that understanding the belief structures of teachers and teacher candidates is essential to improving their professional preparation and teaching practices (Ashton, 1990; Ashton & Webb, 1986; Brookhart & Freeman, 1992; Buchmann, 1984; Clark, 1988; Dinham & Stritter, 1986; Feinman-Nemser & Floden, 1986; Fox, 1995; Goodman, 1988; Kagan, 1992b; Munby, 1982, 1984; Nespor, 1987; Short & Burke, 1996; Tabachnick, Popkewitz, & Zeichner, 1979; Weinstein, 1988, 1989, 1990; Wilson, 1990).

Connelly and Clandinin (1990) and Louden (1991) have concluded through case studies that there is a close connection between a teacher's personal beliefs and

classroom practice. These studies suggest that each teacher represents a unique system of pedagogical beliefs and practices that is connected to the teacher's personality and prior experiences in life. Cohen (1991), in his study of five high school teachers, stated that "teaching style, in short, is a natural outgrowth of personality and predilection" (p. 99).

Kagan (1992a) concluded that the study of beliefs is critical to education because "the more one reads studies of teacher belief, the more strongly one suspects that this piebald of personal knowledge lies at the very heart of teaching" (p. 85). When specific belief constructs are clearly conceptualized and properly assessed and investigated, beliefs can be "the single most important construct in educational research" (Pajares, 1992).

Theoretical Orientation to Reading

Harste and Burke (1977), among the first to state that the teaching of reading is theoretically based, defined theoretical orientation in reading as "a particular knowledge and belief system held toward reading" (p. 32). Drawing on their theoretical and interview data, Harste and Burke concluded that this belief system establishes expectancies and influences teachers during the planning and implementation of reading instruction. Other pivotal research studies (Borko, Shavelson, & Stern, 1981; Brophy & Good, 1974; Kamil & Pearson, 1979; Shavelson, 1983;

Stern & Shavelson, 1983) noted the influence that theoretical orientation exerts on teachers' decision making regarding reading instruction. These studies were further supported by Rupley and Logan (1984) who stated that "beliefs about reading influence elementary teachers' decisions" (p. 15).

Duffy's (1977) contribution to the study of teachers' conceptions of reading was that he began with a typology consisting of five contrasting approaches to the teaching of reading: basal text, linear skills, natural language, interest, and integrated whole. The purposes of the Duffy study were to describe the distribution of these conceptions of the teaching of reading among teachers and, in a second phase of the study, to compare teachers' espoused beliefs with their classroom behavior. Duffy had 350 teachers of beginning reading sort propositional statements about the reading process into five categories ranging from "most like me" to "least like me." Only 37 of the 350 teachers were found to manifest strong "pure types" of conceptions of reading. Duffy concluded that his findings suggested that perhaps the conceptions that teachers do hold about the teaching of reading do not fit neatly into the research-based typology and that they may be more complex and eclectic than those of reading researchers.

Andrews (1976), Barr (1974-75), DeFord (1981), and DeLawter (1975) found in their investigations of reading

instruction that there were consistent strategies across studies for children taught by a code emphasis approach and for those taught by a word recognition approach, which suggested that teachers of the same theoretical orientation have similar behaviors and expectations. In this view of theoretical orientation, the theory acts as a filter in perceiving, understanding, organizing, and acting upon experiences in that world (Smith, 1982).

Noting the need in reading research for a consistent measure that would profile teacher held belief systems accurately and reliably, DeFord (1979, 1985) developed and validated an instrument to determine teachers' theoretical orientations in reading instruction. When DeFord (1979) examined and categorized instructional programs in reading according to basic theoretical orientations, three clusters of theoretical orientations emerged. One grouping initially emphasized smaller than word level language units, with gradual movement toward word units and attention to comprehension. The texts used in these programs were controlled for phonemic consistency and systematic introduction of consonant-vowel combinations. The teacher manuals suggested large segments of time for the practice of decoding isolated letters and letter combinations. Once a foundation in sound/letter correspondence was built, texts became more complex and instructional activities centering around fluency and comprehension were increased. Sight word

instruction was utilized only for those words which did not lend themselves to use of phonics. This cluster of programs was labeled phonics.

The second cluster of reading programs placed their emphasis on building an adequate sight word vocabulary for the children to use in reading. These vocabulary items were usually introduced in context, with multiple opportunities provided for practice. Instruction in sound/letter correspondence was also found in these materials, but seemed to concentrate on initial and ending consonant sounds from the vocabulary items that had been introduced. Exercises on long and short vowel sound distinctions were dealt with in a less systematic manner than in the phonics programs. Story quality improved as a greater number of vocabulary items were incorporated. This cluster of programs was labeled skills.

The third orientation found in the instructional programs provided readers with quality literature from the outset of instruction. Initially, the emphasis was on developing sense of story/text as a framework for dealing with smaller units of language. Activities that focused on words or letters were integrated into the reading experience, with student/group generation of stories strongly recommended. Student writing and shared reading experiences were integral to these instructional programs. This cluster of programs was labeled whole language.

Therefore, the instrument, Theoretical Orientation to Reading Profile (TORP), categorized the theoretical orientations of reading into three broad groups: (1) phonics, (2) skills, and (3) whole language. DeFord pointed out that while the three types of theoretical orientations were characteristically different, they were to be viewed as points on a continuum of instruction, with phonics and whole language falling at the two extremes and skills falling in the middle. DeFord further explained that there were points of overlap in instructional practices, specifically in areas of proximity to another orientation. That is, the phonics and skills orientations tended to share practices, as did the skills and whole language orientations, but there was little sharing between phonics and whole language.

The TORP uses a Likert scale response system to determine teacher beliefs about practices in reading instruction. Three phases of data collection were utilized to evaluate the reliability of the instrument: (a) administration to a sample of 90 teachers of known theoretical orientation; (b) comparison of responses by three judges from the field of reading as to their concordance on the profiles expected from phonics, skills, and whole language respondents; and (c) observation of 14 teachers by trained observers who in turn predicted the responses of the teachers on the instrument. The TORP has been used extensively since its development and is

considered both a reliable and valid indicator of respondents' theoretical orientations to reading (Scheffler, Richmond, & Kazelskis, 1993).

Kinzer (1988) reported that there are essentially three explanations for how reading takes place, as presented by various models of the reading process and by various definitions of reading (Kinzer, 1988). These may be termed text-based, reader-based, and interactive explanations, and are reflected in Gough's (1985), Goodman's (1985), and Rumelhart's (1985) models of reading.

The text-based model of reading is an explanation of reading that suggests a reader translates a written message into sounds to discover meaning in a text (Gough, 1985). Three assumptions underlie this explanation of the reading process: (a) meaning exists more in the text than in the reader; (b) reading consists of translating printed words into sounds and then sounds to meaning; and (c) readers begin at the lowest level of knowledge (decoding) and move sequentially to higher levels (vocabulary, syntactic, discourse) of knowledge (Leu & Kinzer, 1987). The text-based model of reading is synonymous with DeFord's theoretical orientation of phonics.

The reader-based model of reading is an explanation of reading that suggests a reader's prior knowledge is used to predict meaning from print (Goodman, 1985). Three assumptions underlie this explanation of reading:

(a) meaning exists more in the reader than in the printed message; (b) rather than translating words into sounds and sounds into meaning, the reader makes guesses or forms expectations about upcoming words; and (c) readers begin at higher levels (vocabulary, syntactic, discourse) of knowledge (Leu & Kinzer, 1987). The reader-based model is synonymous with DeFord's theoretical orientation of whole language.

The interactive model of reading is an explanation of reading that suggests an interaction occurs between the reader and the text (Rumelhart, 1985). This explanation assumes (a) meaning exists in the reader as well as in the text; (b) reading involves translation and the formulation of hypotheses about meaning; and (c) knowledge sources interact simultaneously as one reads (Leu & Kinzer, 1987). The interactive model of reading is synonymous with DeFord's theoretical orientation of skills. Barron (1990) noted that these models create an artificial dichotomy in that reading is a recursive process in which the reader moves from whole to part to whole simultaneously.

The TORP has been utilized in several quantitative studies. Noteworthy studies were those of Bean, Bishop, and Leuer (1982), Bruinsma (1985), and Scheffler, Richmond, and Kazelskis (1993). Bean, Bishop, and Leuer (1982) explored the effect of a weekend mini-conference dealing with classroom application of psycholinguistic research on

teachers' theoretical orientations to reading. A statistical comparison of pre- and posttest scores on the TORP for the 88 teacher participants showed an overall shift in the subjects' theoretical orientation. However, because the posttest was administered immediately following the conference, no conclusions could be drawn relative to the durability of the noted shift in orientation.

In a replication of Bean, Bishop, and Leuer's (1982) study, Bruinsma (1985) administered a pre- and post-TORP to 12 teachers who were participants in a nine-day workshop on whole language theory. However, Bruinsma used a control group of six teachers who participated in an unrelated workshop during the same nine-day period. A statistical comparison of the pre- and post-TORP means of the treatment group showed a shift to a whole language orientation as a result of workshop participation. The control group showed no appreciable shift in orientation of any kind. Based on the results of the study, Bruinsma concluded that teachers' beliefs about reading can be influenced by professional development training activities.

Noting that the durability of the shifts affected by training activities remained untested, Schleffler, Richmond, and Kazelskis' (1993) study used pre-, post-, and delayed postmeasures of the TORP to examine shifts, as well as the durability of shifts, in theoretical orientations of teachers who attended two days of whole language workshops.

The TORP was administered to 55 elementary school teachers. The premeasure was administered immediately prior to the first of two whole language workshops, the postmeasure was administered at the end of the second workshop which was conducted four weeks later, and the delayed postmeasure was administered six weeks after that. The premeasure indicated that the scores of 11 of the teachers fell within the range described as phonics, 42 within the range described as skills, and two within the range described as whole language. After intensive exposure to workshops promoting the whole language orientation, there was movement along the orientation continuum away from the phonics and skills orientations toward the whole language orientation. The delayed postmeasure indicated that the subjects became less phonic- and skills-like in their orientations, but did not maintain the initial shift toward a more whole language-like orientation. Schleffler, Richmond, and Kazelskis (1993) speculated that the significant decrease in the shift toward whole languge scores from post- to delayed postmeasure was influenced by the traditional orientation of school systems and administrators. They noted that unsolicited written comments by workshop participants were anticipatory of these constraints, and that this question should be the basis for ongoing research.

Evans (1995) investigated the durability of theoretical beliefs about reading over a two-semester elementary

classroom internship in a laboratory school setting. Five interns participated in the study. Using the TORP, theoretical orientation was assessed four times during the internship year. Results indicated that all five of the interns' scores fell within the skills theoretical orientation in all four administrations of the TORP throughout the internship year.

Theoretical Orientation to Reading and Relationship to Reading Instruction

Research on teachers' theoretical orientations, for the most part, has been an attempt to identify and delineate teachers' personally held belief systems. In the area of reading, research has focused on specifying teachers' beliefs about the reading process. However, few studies have gone beyond this point to determine the influence teachers' beliefs have on their instructional practices (Mitchell, 1990). The second phase of Duffy's (1977) study did address this issue. Based on an analysis of ethnographic field notes and post-observation interview data of eight teachers, Duffy found that four of the teachers' belief systems, in varying degrees, were inconsistent with their classroom practices. The results suggested that the teachers who departed from their beliefs may have been constrained by mandated curriculum materials, resources, time available, habits, and student abilities.

Duffy concluded that these constraints interposed between theory and action and accounted for observed discrepancies.

Realizing the need for research in the area of studying the relationships that exist between teachers' beliefs and planning, Kinzer (1988) investigated whether or not preservice and inservice teachers' belief systems about the reading process differ and whether the two groups' potential instructional practices in reading were consistent/ inconsistent with their belief systems. Kinzer administered to 83 preservice and 44 inservice teachers identical instruments consisting of a packet including two sets of 15 statements, one set targeting theoretical positions about how one reads, the other targeting positions about how reading ability develops. In each set of 15 statements, five statements represented each of three possible explanations for how reading takes place and how it develops. Subjects were instructed to choose exactly five statements, in each of 15, that constituted the most important or valid statements that a teacher should know. Based on these choices, a subject's theoretical orientation was said to be text based, reader based, or interactive. In order to determine consistency with potential instructional practices, the packet also contained nine lesson plans, three each in the areas of vocabulary, comprehension, and syllabication. Within each of these three areas, one lesson plan was written to reflect text-based explanations, one to

reflect reader-based explanations, and the other to reflect interactive explanations. Teachers were asked to read the lesson plans and then indicate which plan they would ideally choose to teach a lesson in vocabulary, comprehension, and syllabication. Results indicated that preservice and inservice teachers shared similar belief systems, which tended to be reader based. However, inservice teachers' beliefs tended to be inconsistent with their potential instructional practices. Kinzer posited that the inconsistency may have been due to state and/or district level curriculum requirements to use a skills-based approach to instruction. Kinzer (1988) stated that a limitation of his study was that in comparing teachers' beliefs and their potential relationship to instructional practices, both groups were placed into a hypothetical situation. He further stated that teachers would possibly make decisions differently when confronted with preparing lesson plans in a real instructional situation in a classroom, and that this question should be the basis for ongoing work.

Mitchell (1990), using the packets containing the belief statements and lesson plans described in Kinzer's (1988) study, purposely selected four Chapter I teachers, each with a reader-based orientation, to participate in her study. Mitchell's study was particularly significant in that she used qualitative methodology to analyze her data. The purpose of Mitchell's qualitative study was to

investigate the consistency between Chapter I teachers' theoretical orientations to reading and their instructional practices in the classroom. Observational, interview, and related data were collected throughout the research study. At the conclusion of each observation, Mitchell held a brief interview with each teacher about that day's lesson. Results indicated that although all four teachers' views of the reading process stemmed from a reader-based explanation, it appeared that their instructional practices varied considerably in terms of consistency between their beliefs about reading and their instructional practices. Based on collected data, Mitchell concluded that the differences that existed among the Chapter I teachers were a result of varying contextual realities of the participants' respective schools, that either created an opportunity for or constrained the teachers from implementing their reader-based beliefs in their instructional decision making. Contextual constraints included Chapter I federal guidelines, state-mandated testing, guidelines imposed by school districts in regard to reading programs and materials, and lack of adequate preparation time. A professional support system and autonomy provided by the principal were identified as contextual opportunities.

Richardson, Anders, Tidwell, and Lloyd (1991) studied the relationship between 38 elementary teachers' beliefs about the teaching of reading comprehension and their

classroom practices. The belief interview guide consisted of a set of questions designed to elicit the teachers' declared or public beliefs about reading comprehension and how children learn to read in general, and a second set of questions designed to elicit more private beliefs or beliefs in action by asking teachers to talk about specific students. Chunks of dialogue in the belief interviews were coded using Glaser and Strauss' (1967) constant comparative method to develop the coding categories. Teachers were observed at two different times when they said they were teaching reading comprehension. The authors noted in examining data from the belief interviews that it appeared that teachers could be placed along a theoretical orientation continuum that moved from a words and skills approach at one end to a literature approach at the other end. This study demonstrated that the beliefs of the teachers in this sample, as assessed in an ethnographic belief interview, related to their classroom practices in the teaching of reading comprehension.

Wilson, Konopak, and Readence (1992) examined a secondary English teacher's beliefs, decisions, plans, and instruction regarding content area reading. They studied the degree of consistency between her beliefs and actual instruction, as well as identifying possible constraints on classroom decisions and events. Data collection included Kinzer's (1988) packet of belief statements and lesson plans

as modified by Readence, Konopak, and Wilson (1991), as well as observations, interviews, and document collection. For the belief statements, the teacher in their study primarily chose reader-based instruments; for the lesson plans, she chose reader-based plans in all instructional areas. Therefore, her beliefs and instructional choices were consistent on the paper-pencil instruments. However, inconsistencies existed between her expressed theoretical orientations and actual practice. Although the teacher's belief statements indicated that she supported implementing a variety of strategies in the reading process as well as providing students with many opportunities to read, her instructional approach was primarily teacher directed. The purpose of reading was to complete required worksheets and to study for the test. Although the teacher's belief statements also indicated her belief in the integration of reading and writing, the only writing activities during the unit involved answering worksheet questions. Her belief statements also indicated that she supported different interpretations of text by the students. However, she continually retained control of the interpretation. When the teacher was probed about constraints on her instructional decisions and actions, she stated that she felt constrained by the large number of students, several low-ability students, her need to remain in control, and the need to cover the mandated curriculum in a specified period

of time. Therefore, the authors concluded that the inconsistencies between the secondary teacher's beliefs and practices may have resulted because the environmental realities of the classroom caused her to mitigate her personal beliefs.

McGee and Tompkins (1995) studied the relationship between beliefs and instruction of four elementary teachers. The authors examined each one of the teacher's lesson plans and personal reflections within the framework of theoretical perspectives. Each one of the teachers in the study was asked to develop a lesson plan for using the story Stone Fox (Gardiner, 1980). Each teacher verbally reflected on the beliefs about reading and literature which they used in developing the lesson plan. McGee and Tompkins then framed each teacher's lesson plan and reflections within a theoretical perspective toward reading instruction. Although each teacher used the same story in developing a lesson plan, the plans varied widely. The authors concluded that these variances were influenced by the differing ideological stances that emerged from the descriptive reflections as each teacher articulated personal beliefs about reading and literature while developing the lesson plan.

Gordon (1996) examined the consistency between beliefs and practices of three language arts teachers. For her participants, she chose teachers who articulated beliefs

representative of differing theoretical perspectives. Gordon reported that in interviews, Teacher A articulated beliefs representative of a traditional perspective, Teacher B those of a process writing perspective, and Teacher C those of a student-centered perspective. The interviews were followed up with observations to examine consistency between beliefs and practices. Teacher A stated that she believed that students must be taught the rules of writing before they could learn to write. She believed that her lesson plans should focus on the subskills of grammar, punctuation, spelling, and vocabulary. Classroom observations indicated consistency between her expressed beliefs and practices. All students were required to write on the same topic, and all compositions began with the same opening sentence. She spent most of her instructional time correcting the students' writing. On the bulletin boards were posters with reminders of basic writing rules.

Teacher B stated that he believed that the purposes of writing instruction were to teach students to learn how to express themselves and how to think. He also believed in peer-editing. Gordon reported that classroom observations indicated that there was no consistency between this teacher's expressed beliefs and practices. On the bulletin boards were posters which described stages of the writing process, with rules of what to do during each stage. All students were instructed to write on the same topic. When a

student asked for permission to write about something different, the request was denied. The teacher instructed the students to write, and then to exchange papers and correct one another's work. The teacher remained at his desk and did not intervene or engage in any conferencing.

Teacher C stated that she believed it was important to provide numerous student-oriented activities and that all activities were equally critical. She expressed the belief that she should model all the activities that she had learned about in workshops. Classroom observations indicated consistency between the teacher's expressed beliefs and practices. The physical appearance of the classroom reflected a student-centered approach, with comfortable reading areas, class pets, and walls decorated with a variety of student projects. The students were moved rapidly through each activity, and the teacher provided no opportunities for her or the students to reflect on activities. The teacher stated that she felt pulled in so many different directions by all of the things she had read and learned and that she felt such an obligation to integrate all of the components into her classroom that she was feeling fragmented. The researcher concluded that in spite of the apparent consistency, this teacher did not appear to be expressing her own set of beliefs but was expressing beliefs about what she felt she should be doing.

Gleeson and Prain (1996) examined the practices and beliefs of seven secondary English teachers in Australia. These teachers were selected on the basis of nomination by colleagues as being very effective writing teachers. Each teacher completed a questionnaire on beliefs and practices about teaching writing, participated in two interviews, and was observed. All seven teachers expressed beliefs that it was necessary to provide initial stimuli to introduce writing activities, that students should have ownership of their writing, that it was important to demonstrate models of what they hoped students would emulate, and that a wide range of lead-ins and diverse stimuli was needed to create student interest in writing. Three of the teachers preferred minimum intervention in early stages of student writing, while the other four favored high levels of intervention and interaction. All believed that their effectiveness centered primarily on their ability to be sensitive to their students' writing intentions. Gleeson and Prain reported that their observations confirmed that each of the seven teachers demonstrated consistency between beliefs and practices. The authors also compared the teacher writers and teacher non-writers in the sample. For the sake of procedural clarity in reporting the study, the authors defined the teachers who wrote outside of class time as teacher writers. The beliefs and practices were consistent in both groups. There were no consistent

patterns in terms of beliefs and practices that differentiated writer and non-writer teachers in their teaching of writing.

Bruneau and Vacca (1996) studied teachers at a primary school who were involved in developing a literacy program based on whole language principles. The school was affiliated with Kent State University's Early Childhood Program. The study occurred over time (five years) as the literacy program evolved. Staff development included opportunities for teachers to engage in reflection as they defined their beliefs about teaching and considered how these beliefs matched with ongoing curriculum development. These conversations were recorded and inductively analyzed for themes. Four themes, which were validated by the teachers, emerged as being important in facilitating the development of a match between whole language beliefs and practices. The themes that the teachers identified as supporting their success in developing the literacy program included time, trust, modeling, and opportunities for focused conversation and collaboration. The need was emphasized for sustained time for students to engage in reading and sustained time for teachers to learn together and share ideas. Teachers reported growing confidence in their ability to trust students' choices and to trust students to respond in their own ways. The teachers were learning to provide modeling strategies for students as well

as for one another. Daily focused conversations about literacy provided authentic situations in which students and teachers could work together in collaborative development of meaningful communication. The researchers concluded that previous constraining factors had become opportunities because of an atmosphere of mutual support. The teachers were supported by a district that encouraged innovative practices and placed value on teacher-initiated professional development.

Need for Further Research

Clark and Peterson (1986), Nespor (1987), and Pajares (1992) have noted that research endeavors and studies aimed at understanding the beliefs of teachers have been relatively scarce. Nespor (1987) stated,

> In spite of arguments that people's 'beliefs' are important influences on the ways they conceptualize tasks and learn from experience...little attention has been accorded to the structure and functions of teachers' beliefs about their roles, their students, the subject matter areas they teach, and the schools they work in (p. 317).

Alvermann (1990) has noted that teachers' professional knowledge is complex and that researchers are beginning to be interested in how teachers acquire knowledge and use theories to guide their instructional decisions. Pajares (1992) has concluded that researching teachers' subject-specific beliefs, such as beliefs about reading, mathematics, or the nature of science, are a key to researchers' attempting to understand the intricacies of how

children learn. Pajares further noted that not only belief inventories but also additional measures such as open-ended interviews and observations of behaviors "must be included if richer and more accurate inferences are to be made" (p. 327). Short and Burke (1996) stated that when educators engage in inquiry about curriculum, "we must examine the congruence between beliefs and actions in the classroom" (p. 98).

CHAPTER 3

METHODOLOGY

Research Design

A descriptive study of nine teachers was conducted, comparing the semester of their student teaching in public elementary school settings during the spring of 1994 with their third year as inservice teachers in 1997. The purpose of the study was to investigate the participants' theoretical orientations to reading over time. Questions to consider included the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influence consistency between theoretical orientations and planning.

A qualitative research design was selected for the present study because (a) the study was conducted in a natural setting and the researcher's insights were the key to analysis; (b) the researcher was concerned with a process rather than a product; (c) descriptive data was analyzed inductively as themes and patterns emerged; and (d) holistic meaning was at the center of this approach (Bogdan & Biklen, 1992).

Gaining information and accessing data from the participants while they were student teaching was greatly facilitated by the role of the researcher as College Coordinator. Having been assigned this role by the Office

of Clinical Experiences, natural duties included extensive ongoing observations and interviews as well as document inspection and collection.

Having had extensive and varied experience in the field of education, the researcher was perhaps able to view the setting through more than one lens. As Bloome (1994) noted,

> No study is conducted in a social vacuum, whether the study is a field-based study or an experimental study...The social context of conducting research is an inherent part of the research itself and cannot be separated out from the meaning of the research (p. 232).

Patton (1990) noted that "direct, personal contact with a program...is essential to a holistic perspective" (p. 203).

Participants and Setting

The participants in this study were the nine student teachers who were assigned to me in my role as a College Coordinator for a university in Louisiana. Pseudonyms have been used to maintain confidentiality. All of the participants were females in their early twenties, and were assigned throughout elementary schools in the same school district. Serena, Beth, and Sue were assigned to first grade classes; Marian was assigned to a second grade class; Dawn, Jilma, and Jean were assigned to third grade classes; and Jessica and Pat were assigned to fourth grade classes.

These student teachers had successfully completed their student teaching, and were in their third year of teaching in elementary schools, when further data was gathered in order to conduct an investigation of their theoretical

orientations to reading over time. Beth was teaching kindergarten in a large city in Louisiana; Serena was teaching first grade in a large city in Texas and Marian was teaching first grade in a large city in Louisiana; Dawn and Sue were teaching second grade in large cities in Louisiana; Jean was teaching fourth grade in a small town in Louisiana and Pat was teaching fourth grade in a large city in Louisiana; Jessica was teaching fifth grade in a large city in Texas and Jilma was teaching fifth grade in a small town in Lousiana. Case studies for the participants were developed, and were enriched with each participant giving voice through selected quotes from journals and interviews.

Data Collection of 1994

Data collected from 1994 included: (a) Theoretical Orientation to Reading Profile (TORP) completed by each one of the student teachers, (b) observational and interview data extrapolated from handwritten field notes, and (c) documents pertinent to the research questions.

The DeFord Theoretical Orientation to Reading Profile

The DeFord Theoretical Orientation to Reading Profile (TORP) is a 28-item, Likert scale instrument developed and validated by Diane DeFord (1979, 1985). (See appendix B). It is designed to ascertain a respondent's theoretical orientation to reading. The profile yields a total score. The lower the score, the more phonic-like the respondent's orientation, and the higher the score, the more whole

language-like the orientation. The TORP has been used extensively since its development and is considered both a reliable and valid indicator of respondents' theoretical orientations to reading. Each participant completed the TORP at the beginning of the semester of student teaching.

Observation and Interview Data Extrapolated from Field Notes

Detailed field notes, which included observational and interview data on each one of the nine student teachers, were gathered. When recording the observational data, the researcher focused on the participants within the context of the setting, the activities and interactions that took place, and reflections about what was observed. When recording interview data, the researcher focused on accessing the perspectives of each of the student teachers. Preliminary analysis of the field notes led to the extrapolation of data which was pertinent to the research questions in this study.

Documents Pertinent to the Research Questions

According to Patton (1990), documents are a basic source of information about decisions and processes, which provide the researcher with important points to pursue. As a part of the student teaching experience, each student teacher was required by the Office of Clinical Experiences to submit a written lesson plan prior to every lesson taught, a two-week unit plan on a topic of the student teacher's choice, and a daily journal. Therefore, the

researcher, in the role of College Coordinator, had automatic access to these documents. The documents that had relevance to this study included (1) written lesson plans for reading instruction, (2) the two-week unit plans, and 3) the daily journals. These documents were collected and were analyzed in terms of the research questions. The triangulation of data from observations, interviews, and program documents supplement one another in field work (Patton, 1990).

Data Collection of 1997

Data collected from 1997 included: (a) Theoretical Orientation to Reading Profile (TORP) completed by each one of the teachers, (b) interview data, and (c) written lesson plans. The general interview guide approach (Patton, 1990) was used to collect the interview data. The general interview guide approach involves outlining a set of information to be explored with each respondent, serving as a basic checklist for topics to be covered. The interviewer remains free to build a conversation within a particular subject area, but with the focus being predetermined.

Data Collection Analysis

The data of 1994 and 1997 were analyzed according to qualitative methodology. Content analysis is the process of identifying, coding, and categorizing the primary patterns in the data. The search for emergent themes and linkages is a complex, recursive activity through which a descriptive

picture emerges. Guba (1978) suggested looking for recurring regularities in the data. These regularities represent patterns that can be sorted into categories.

Though studies employing qualitative methodology do not use the same methods for establishing reliability and validity as do quantitative studies, these elements are no less critical in qualitative research. The researcher has the responsibility to insure the credibility of the findings. Lincoln and Guba (1985) recommended sustained engagement, triangulation, and the use of member checking, peer debriefing, and auditing as means of increasing the probability that the findings of a qualitative research study are credible.

Sustained engagement was a component of this study in that the researcher became a participant observer and entered into the world of the nine participants over an extended period of time. This research was further strengthened by the triangulation of data sources. By collecting data from multiple sources, the researcher compensated for the limitations of any one source. Member checking assured that the holistic perspective that emerged from this study represented a recognizable representation of reality within the context of the setting. Information was reviewed and discussed periodically with each of the participants, who served as member checkers.

The use of a peer debriefer and an external auditor insured the accuracy of the information presented in this research. The peer debriefer had a master's degree + 30, was certified in the area of supervision of student teachers, and was familiar with qualitative methodology. Throughout the research process, the peer debriefer continued to read field notes, help define coding categories, and serve as a knowledgeable person with whom to discuss questions and concerns. The external auditor had a doctorate in curriculum and instruction and conducted a qualitative study for her dissertation. She verified the credibility of both the process and the product of this inquiry, and noted whether the conclusions that emerged from this study were reasonable and logical representations of the data.

Although Patton (1990) advocated guidelines and procedures for analyzing qualitative data, he noted that these guidelines and procedures should not be mechanical or rigid. He stated,

> When methodological decisions are based on some universal mandate rather than on situational merit, research offers no challenge, requires no subtlety, presents no risks, and allows for no accomplishment (p. 494).

Patton (1990) also urged that the focus of the inductive search for patterns be guided by the practicality of the findings. He stated that the purpose of qualitative research should be to produce findings that are useful for

decision making and action. The knowledge that was contributed by this study does have potential implications for practical concerns. Understanding the nature of the relationships between teachers' beliefs and classroom actions will be helpful in the development and implementation of teacher training and effective inservice education.

CHAPTER 4

RESULTS

Question A

What were the participants' theoretical orientations to reading when they were student teachers, and did these theoretical orientations change after three years of teaching experience?

The Theoretical Orientation to Reading Profile (TORP) was administered to each participant when they were student teaching and again after three years of teaching experience. The TORP, which was developed and validated by DeFord (1979, 1985), is a 28-item, Likert scale instrument designed to ascertain a respondent's theoretical orientation to reading. The TORP categorizes the theoretical orientations of reading into three broad groups: (a) phonics, (b) skills, and (c) whole language. DeFord (1985) pointed out that while the three types of theoretical orientations are characteristically different, they are to be viewed as points on a continuum of instruction, with phonics and whole language falling at the two extremes and skills falling in the middle. There are points of overlap in instructional practices, specifically in areas in proximity to another orientation. The phonics and skills orientations have a tendency to share practices, as do the skills and whole language orientations.

The total score, which may range from 28 to 140, places the respondent along a numeric continuum. Scores ranging from 28 to 64 are representative of a phonics orientation; scores ranging from 65 to 111 are representative of a skills orientation; scores ranging from 112 to 140 are representative of a whole language orientation. The scores of the participants are displayed in Table 1.

Table 1 TORP Scores

Name	1994 TORP Score	1997 TORP Score
Jessica	55	74
Dawn	78	81
Serena	80	74
Sue	83	88
Beth	84	91
Jilma	95	86
Jean	99	83
Pat	102	89
Marian	113	114

An examination of the TORP scores indicated that each one of the participants began their student teaching semester with the skills orientation to reading, with the exception of Jessica who began her student teaching with the phonics orientation to reading and Marian who began her student teaching with the whole language orientation to

reading. After three years of teaching experience, an examination of the TORP scores indicated that the scores of the participants fell within the range described as skills, with the exception of Marian whose score fell within the range described as whole language.

Therefore, with the exception of Jessica, the participants' theoretical orientations to reading did not change between the time they were student teachers and when they had three years of teaching experience.

Patton (1990) stated that the value of case studies is that they yield information about meaning at a personal level of experience that is masked in quantitative reporting. The perceptions of the participants in regard to changes in their theoretical orientations were accessed through interviews. Each participant was asked if she thought her theoretical orientation to reading had changed since she was a student teacher. Jessica responded,

> Not really. The same theories will always apply to reading. I guess I'm not teaching whole language as much as I did is about the only difference although I still do a lot of whole language. It's hard to do sometimes because it takes a lot more planning to make it work.

Dawn's response was,

> Yes, I do think it's changed. In college we weren't even introduced to phonics. I didn't even know what phonemes or diagraphs were. Whole language was all I knew and it wasn't working. I've been forced to adapt and find more tangible, measurable methods.

Serena responded,

> No, I don't think it's changed. My view on reading changed before my student teaching. Through my courses involving hands-on work with children I learned to take the theory and twist it a little to fit reality in the classroom. I'm thankful I had the opportunity to do this before I was on my own in the classroom.

Sue's response was,

> Not really because when I student taught I had a skills based reading series to teach with but a responsibility to myself to add literature and life to the reading lessons. I think having the experience with both sides was beneficial.

Beth's response was,

> I believe my theoretical orientation has stayed the same. I still strongly believe that the whole language approach is most meaningful to the children. I find that most of my teaching in the past three years has been whole language.

Jilma responded,

> Yes, my theoretical orientation has changed. When I was a student teacher I was really into whole language. However, when I began teaching at an at-risk school I saw the need for a combination approach. My students cannot sound out words and they're very weak in spelling. I still believe in and use whole language, but some phonics instruction and sight word instruction is necessary.

Jean responded,

> Yes, as a student teacher I was more into whole language. Now I know kids need different approaches and some children need phonics. I'm moving away from whole language because of kids that can't read. You can't just say to the kids, don't tell me the sound just read.

Pat's response was,

> No, I don't think my theoretical orientation has changed. I still prefer a skills approach to reading with whole language techniques as a supplement.

Marian responded,

> Yes, I do believe my theoretical orientation has changed. Before being in my own classroom I did not believe phonics was important at all in learning to read. I've found students need a combination.

Although an examination of the TORP scores indicated that Jessica's theoretical orientation was the only one that had changed, Jessica's perception was that her theoretical orientation had not changed. Dawn, Jilma, Jean, and Marian's perceptions were that their theoretical orientations had changed even though their TORP scores indicated that they had not changed.

Question B

Was there consistency between the participants' theoretical orientations and their planning for reading instruction when they were student teachers, and was there consistency between their theoretical orientations and their planning for reading instruction after three years of teaching experience?

Since the TORP, which was discussed in question A, is divided into the three orientations of phonics, skills, and whole language, the data collected for question B was analyzed through the process of identifying, coding, and categorizing the data into one of these three reading orientations. In order to facilitate the data analysis process, descriptions of learning environments described by Boschee, Whitehead, and Boschee (1993) and Dechant (1993)

were utilized. Boschee, Whitehead, and Boschee (1993) stated that the model and approach that a teacher chooses to use in planning reading instruction represents the teacher's implicit theory becoming an explicit theory. The authors provided descriptions of learning environments created by teachers according to which of the three orientations they embrace. The descriptions of Boschee, Whitehead, and Boschee (1993) may be summarized as follows:

In the phonics orientation, the source of meaning is text/teacher authority. The teacher's role is to direct the lesson and stipulate correctness of pupil responses, and the pupil's role is to read selections from the text and learn through isolated practice of skills. The materials consist of basal textbooks and worksheets, and evaluation is through objective tests with predetermined answers. In the whole language orientation, the source of meaning is the meaning the pupils bring to the text, the teacher's role is to activate prior knowledge and model and guide the lesson; the pupil's role is to use prior knowledge to anticipate and confirm understanding. The materials used are a variety of books and also stories generated by the pupils. Activities include journal writing and group work, and the pupils are evaluated through subjective tests allowing multiple interpretations as well as ongoing assessment in the form of recordable data rather than test scores. In the skills orientation, pupils use both text information and personal

knowledge to develop meaning. The teacher's role is to direct the lesson but plan for individual differences among pupils. The pupils use a variety of reading strategies and engage in some personal writing. The materials include a variety of reading materials and skill worksheets, and the pupils are evaluated through objective and subjective tests.

Descriptions of teacher planning for the three orientations of reading instruction have also been provided by Dechant (1993). He stated that teachers who are primarily phonics based in their theoretical orientations are most likely to plan for and create a learning environment where prescribed commands are given by the teacher. For example, children are asked to read for the purpose of finding specific information, to sound out words, to observe a list of words with a common phonetic element, to drill on the sound-symbol relationships, and to complete an assigned textbook and workbook pages within a specific period of time. Sounds are associated with graphic symbols and children learn letters, sounds, and words in isolation before reading sentences, paragraphs, stories, and books. Individual subskills are regarded as hierarchical and are taught in sequence.

Teachers who are primarily whole language based in their theoretical orientations are most likely to create a learning environment where children are daily immersed in a wide range of literary events that include listening,

speaking, writing, and reading. They are surrounded with literature of all kinds. The classroom is a communication center where children are read to daily; where personal reading is shared with others; where the focus is on reading for meaning, interest, and enjoyment; and where time is set aside for silent reading by both children and teachers. It is stressed that information processing during reading is triggered by the reader's prior knowledge and experience in relation to the writer's message. The process is initiated by making predictions about the meaning of units of print.

Teachers who are primarily skills based in their theoretical orientations are most likely to create a learning environment that is a balanced combination of both phonics and whole language orientations. Neither prior knowledge nor graphophonic information is used predominantly. Readers can begin by using either graphophonic information or prior knowledge to make hypotheses about the text.

Student Teachers - 1994

To determine if the participants' theoretical orientations were consistent with their planning for reading instruction when they were student teachers, written lesson plans, a two-week unit plan on a topic of the student teacher's choice, interview data, and observational data were analyzed. Data were categorized into one of the three reading orientations.

The systematic study of the thought processes of teachers depends heavily on various forms of self-report by teachers, and the central methodological problem deals with how to elicit and interpret valid and reliable self-reports about cognitive processes. Ericcson and Simon (1980) indicated that verbal reports are most reliable and valid as data when a person is reporting on the contents of short-term memory, that is what he or she is currently attending to. Therefore, as each student teacher completed the planning of a lesson that was determined to be representative of her planning style through observational data, a follow-up conference was conducted. A follow-up conference was also conducted after each student teacher completed the planning of the two-week unit. During these individual conferences, each student teacher was asked to describe the thinking processes she followed in planning the lessons.

Jessica. Jessica was the one student teacher whose theoretical orientation to reading was phonics. Although Jessica used the standardized format for lesson planning that was provided in the student teacher handbook, she was the only student teacher who added a section which she labeled "prerequisite skills and concepts."

In Jessica's planning for reading instruction, she typically developed her own plans for her fourth grade class. Jessica preferred to combine reading and writing

skills in her plans. The following plan that Jessica developed may be considered representative of her planning style. When planning a lesson on how to locate and organize information, Jessica began by assessing the prerequisite skills and knowledge needed by the pupils in order to implement her plan. Determining that her pupils needed knowledge of group procedure and familiarity with an outline of structural framework for the reports, Jessica modeled the process of reading and extracting information to fit into the structural framework. Jessica's materials and procedures supported her objective, which was for her pupils to be able to research Indian tribes through library books and to extract information for a group research report. Her planning centered around an Indian folktale which she read to the class; six reading centers, each of which contained several books about Indian tribes; a list of questions to consider; and copies of structural framework for writing reports. Evaluation was based on both process and product for each group.

When interviewed about her planning for this lesson, Jessica stated that in her planning phase she concentrated on developing research questions that were broad enough to allow for creativity, but at the same time she wanted to give her pupils an outline format that would provide a structural framework. Jessica said she also decided on the role for each member of each group and prepared each reading

center ahead of time so that no time would be wasted and also to cut down on opportunities for misbehavior.

When Jessica developed her two-week unit plan on the topic of her choice, she was the only student teacher who chose to arrange her unit around a novel. The novel she chose was A Taste of Blackberries by Doris Buchanan Smith. In order to introduce the unit, pupils were given blackberries to eat. Jessica planned activities that drew on prior experience by encouraging pupils to express their experiences and feelings about friendship, allergic reactions, and death. By drawing on prior experiences, pupils were asked to predict at the end of each chapter what they thought might happen in the next chapter. Jessica's format for teaching vocabulary words was to have pupils develop word maps to include in their "blueberry notebooks."

Jessica planned a variety of activities to expand pupils' understanding of the novel from different perspectives. For example, pupils were asked to respond to open-ended questions that required pupils to picture themselves in the novel and to think that if they had a similar experience what their reactions might be. She also had pupils retell parts of the novel from the point of view of different characters, and extended character development by use of attribute webs. Jessica also planned for cooperative groups who used additional books to research related topics and share their findings with the class.

Throughout the unit, opportunities were provided for writing activities related to the novel as well as extra books to read for those who wished to do so. Jessica culminated her unit to relate to real life situations by teaching her pupils some basic first-aid procedures. Daily evaluation was process oriented with focus on meaningful participation.

During the post-planning interview, Jessica stated,

> I chose to do my unit on a novel because I love to read and I think it's important for the kids to read and I hope this makes them want to read more. From a good book you can learn so much about life. I chose this book for my unit because there's so much in it, like it covers death of a friend which is hard to talk about but it can be easier to use novels for hard topics. And then this book has values like friendship and it's got a death by allergic insect reaction which I can expand to some first aid instruction -- there's just so much. It seems like we read in school a lot for facts and I'd like them to read for some affective reasons too. When planning I thought about ways to tie this book in with experiences of characters by fitting them in with experiences they've had in their own lives so they can understand it better. And I thought about how it's time for them to start developing inferential skills and try to really think and figure out things through what they already know. I know grades seem to be pretty important so there are little quizzes but there are other things I can evaluate like their writings and sharings with class, their blueberry notebook. I tried to think of ways to integrate reading, writing, and speaking. Sometimes it gets discouraging because it seems we're supposed to give out facts and they spit it back, so I hope this works and keep discipline going okay with it.

Even though Jessica's theoretical orientation to reading was phonics, her typical plans for daily reading instruction, as well as her unit planning, were representative of a whole language theoretical orientation. Jessica purposely selected materials and strategies that

encouraged her pupils to draw upon prior knowledge, to make predictions about text, and to engage in meaningful and holistic experiences with print. Therefore, there was not consistency between Jessica's theoretical orientation to reading and her planning for reading instruction.

Dawn. The theoretical orientation of Dawn fell within the lower half of the skills portion on the continuum, indicating some possible overlap with the phonics orientation. In planning for reading instruction, Dawn used the basal and basal teaching guides throughout the semester. The following plan that Dawn developed may be considered representative of her planning style. The objective was to find the main idea and supporting details. The materials included the reading selection on page 30 and learning chart #32. As part of the procedure, the pupils read the selection on Clara Barton and answered the questions on chart #32. The evaluation consisted of independently finding the answers to the questions on this chart.

When interviewed about her planning for this lesson, Dawn stated that she thought that the basal had good stories in it and that the teaching materials that went with it were helpful. Therefore, she said it made sense to her to follow the curriculum exactly as presented.

When Dawn developed her two-week unit plan on a topic of her choice, she chose the topic "The Human Body" for her third graders. Dawn prepared several dittos for the pupils

to read. The reading assignments for the unit were solely for the purpose of gathering specific information to answer specific questions. Definitions for the vocabulary words in the unit were to be copied from the dictionary and placed in the pupils' unit activity folders. Experiments were conducted by the teacher, during which pupils were directed to observe the results and record the data on observation sheets. The culminating event for the unit was a field trip to a local hospital. Evaluation consisted of two multiple choice tests, the activity folders with the vocabulary words and the experiment results, and "My Body" folder which consisted of the responses to the information on the ditto sheets.

During the post-planning interview, Dawn stated,

> I chose to do a unit on the human body, how it works, and then to keep it working by good care and good nutrition. This is important to me in my life and I think kids need to think more about taking good care of their bodies. I wish we didn't have to give grades but we do, so in planning I thought not just the two tests but also "My Body" book they make and their activity folder too so I can average in four things and everybody can keep the folders going at least. They need to know how the insides of their bodies work. They need to learn information layer upon layer like building blocks, like we start with the cells, then the bones, the muscles, the blood, and so forth.

Dawn clearly leaned toward the belief in both her daily and unit plans that meaning existed more in the text than in the reader. She regarded the material as hierarchical and taught it in sequence. Dawn controlled the participant's role by making a predetermined transaction of the reading

experience. Although Dawn's theoretical orientation was skills, her daily and unit planning for reading instruction reflected a phonics theoretical orientation. Therefore, there was not consistency between Dawn's theoretical orientation to reading and her planning for reading instruction.

Serena. The theoretical orientation of Serena fell within the lower half of the skills orientation, indicating some possible overlap with the phonics orientation. Serena used the basal and basal teaching guides throughout the semester in her planning for reading instruction. The following plan that Serena developed for her first graders was representative of her planning style. The objective was for the pupils to understand the structure of the words. Materials included the teacher's manual, activity sheet #69, activity poster board containing configuration patterns, and letter cards. Pupils were to match the letter cards to the configurations and then print the letters on their activity sheets. Pupils were evaluated by their performance during the poster board activity and by their completion of sheet #69.

When interviewed about her planning, Serena stated,

> It's difficult to know what first graders can do or what they should already know so I feel more secure when using the manual and planned activities because that way I know I'm covering everything they should know when they go to second grade.

Serena chose the topic of pets for her two-week unit plan. When Serena developed the plan, she shifted her focus from the phonics orientation that she exhibited in her daily planning to that of a whole language orientation. In her planning, Serena considered prior knowledge, exposed the pupils to many books, made connections between reading and writing, and integrated the unit across the curriculum. There was no formal evaluation. Serena expressed her thoughts during the post-planning interview, stating,

> I chose pets because most kids have had some experience with pets and there's background knowledge to build on and they can make a connection with what we read. In planning this unit, I thought about getting their attention, then I thought of introducing Strawberry, a guinea pig, as their class pet to have a real pet to go along with the unit. I thought it was important to do a unit to cover all their subjects, so I planned for reading to be integrated with language arts, science, and math. In social studies I thought of having them finding out from research like asking people they ran into about what kinds of animals people have for pets. In math they can graph the survey, and science is good I think for asking a vet to come and show how he examines an animal. I probably spent the most time looking for pet books in the library and found about 50 books and was so excited and it was fun planning about a pet book reading center and thinking about which ones I would read aloud and make sure I read one a day and on some of the others do a little book talk so they'll want to read them. And I planned they do a story map on at least one book they read during the unit. And then a writing pet center to encourage them to be creative and write a story about a pet and some of their parents can bring their pets to visit. And by doing a language experience, students dictate a story and I type it and we make our own pet book. We can culminate with a pet gallery by displaying pictures of their pets on a bulletin board, and I'll just evaluate by their process, no tests. I think it'll go good.

Serena's theoretical orientation was skills. However, her daily planning for reading instruction reflected a

phonics orientation and her unit planning reflected a whole language orientation. Therefore, there was not consistency between Serena's theoretical orientation to reading and her planning for reading instruction.

Sue. The theoretical orientation of Sue fell within the lower half of the skills orientation, indicating some possible overlap with the phonics orientation. Sue used the basal and basal teaching guides throughout the semester in her planning for reading instruction. A typical lesson plan for Sue when planning reading instruction for her third graders consisted of the objective of having pupils identify words with the long "i" sound in a poem that was printed on a chart. After the pupils did this as a group, the skill was reinforced by the assignment of pages in the workbook.

During the post-planning interview, Sue stated,

> I'm concerned about my lack of creativity in planning--using basal, so many dittos. I'm guity of it. I don't know what I'm supposed to do with one group while other groups are doing stuff. I'm coming early to school to run off all those dittos so no one will see me.

When Sue developed her two-week unit plan about the state of Louisiana, she moved toward a plan that provided for more interaction between reader and text. Sue considered prior knowledge, made connections between reading and writing, and exposed her pupils to books, songs, and hands-on projects. A culminating event was a field trip. However, Sue still maintained a focus on the correctness of

responses on worksheets. Two quizzes, a unit test, and participation in discussions were used for evaluation.

Sue stated in her post-planning interview,

> I chose Louisiana because the kids need to know the state they live in. We have such a unique culture in our state. When planning, I thought of finding out the information they already know and of adding the information components they need to know. And then I want them to experience it so I thought a field trip needed to be in the plan so a trip to landmarks in our city seemed workable. Then I thought how can I do something really different so this unit will stick in their minds and I thought a class video can do that. So students will be taped and we can have our own tape to look at and remember. On the tape we'll have the things we made, sing the songs, and show our writings, the things we wrote about.

Sue's theoretical orientation was skills. Her daily planning for reading instruction reflected a phonics orientation, but her unit plan did reflect a skills orientation. Therefore, there was not consistency between Sue's theoretical orientation to reading and her planning for daily reading instruction, but there was consistency between her theoretical orientation to reading and her unit planning.

Beth. The theoretical orientation of Beth fell within the lower half of the skills orientation, indicating some possible overlap with the phonics orientation. Although Beth used the basal for reading instruction with her first graders, she often used it as a guide and extended the information to develop her own plans. A representative sample of Beth's planning for reading instruction was a detailed plan that involved exposing her pupils to the

stories in the basal about Harriet Tubman and Langston Hughes. Beth drew on prior knowledge by encouraging her pupils to talk about respect, about times they had secret hideaways, about helping friends who were in trouble, and about times grandparents read to them like Langston's grandmother read to him. Evaluation consisted primarily of oral participation during discussions and the completion of basal activity sheets.

Beth stated during the post-planning interview,

> I like to read the information in the teaching guides to get overall ideas, but I like to develop from it a plan that I feel will fit my particular group of children. Of course it takes longer than to just follow the prescribed plan, but my way fits my style. Sometimes, though, I'm very tired or don't feel well, then I just go with the regular plan.

When Beth developed her unit plan on the solar system, she continued with her practice of beginning each lesson by drawing on pupil's background experiences. Beth emphasized use of the scientific method in making predictions, carrying out experiments, and charting results. She also planned for kinesthetic activities such as, for example, having pupils act out the positions and movements of the sun and planets. Reading activities were primarily to obtain specific information. Evaluation consisted of worksheets, a multiple choice test, and pupil participation.

Beth's comments about her unit planning were,

> I chose to do the solar system because I think students need to know about the planet they live on. If they know about the system, they can identify their place within it. In planning, I mostly thought about letting

> them share their knowledge about what they know. Then I wanted a lot of manipulatives because this is a hard concept to grasp just by reading and I wanted to involve their bodies, their senses, and let them guess how experiments will go and then do the experiments, lots of experiments, and put their results in a booklet. I think this will be good and lots of activities to evaluate along with the tests.

Beth's theoretical orientation was skills. Her daily and unit planning for reading instruction reflected the skills orientation. She used a combination approach by following the basal and basal activity sheets, but extended her plan to draw on prior knowledge. Therefore, there was consistency between her theoretical orientation and planning.

Jilma. The theoretical orientation of Jilma fell within the upper half of the skills orientation, indicating some possible overlap with the whole language orientation. Upon examination of Jilma's daily lesson plans for reading instruction, it was noted that she seldom used the basal or the basal teaching guides. The following literature-based lesson plan that Jilma developed for her third graders was representative of Jilma's planning approach. Jilma's plan was centered around the novel Ben and Me by Robert Lawson. Her objective for this particular lesson was for her pupils to relate new vocabulary words as synonyms to words they already knew. Jilma planned to accomplish this through the use of concept webs. Response journals were used to make connections between reading and writing. Responses were structured only to the degree that pupils were provided with

six possible journal starters from which they could chose. An example of the journal starters was "This episode reminds me of a similar situation in my own life. It happened when..." Jilma consistently provided supplies of books and opportunities for both individual and group reading throughout the semester. Jilma's lesson plans reflected planning that encouraged pupils to engage in meaningful and holistic experiences with print.

In her post-planning interview, Jilma commented,

> I think it's very important to integrate whole language into my classroom. I plan on teaching as holistically as I can. After all, I've been in training for five years to teach and I've developed my own beliefs. The basal contains a lot of material that seems irrelevant to me and the directions are very confusing. Trying to plan holistically integrated units is a bit overwhelming though. I think I may be trying to put in everything I've learned at once and that's impossible.

Jilma also provided for the activation of prior knowledge in planning her unit which she titled "Reuse, Reduce, Recycle." Each pupil was to receive a sack lunch to be eaten while they walked around the classroom pretending they were at the zoo. Then they were to throw their trash on the floor because the trash can was too far away to be convenient and it would not really make any difference, especially if no one saw them do it. The pupils were then seated and told to look around at the trash on the floor. Pupils discussed what they saw, why they thought people littered, and how they thought littering might be stopped. Jilma planned activities such as problem solving, charting

data, getting the pupils' families involved, and making a trip to a recycling plant. Jilma read several books to her pupils, gave book talks, and provided several environmental books in the reading centers. Pupils also read and solved problems presented on Task Pollution Cards. Evaluation consisted of ongoing observations of oral and written responses and a unit test containing both factual and open-ended questions.

In the post-planning interview, Jilma stated,

> I created this environmental unit because I feel strongly about this issue and I really believe teachers have the responsibility to teach our students how great a need there is for protecting our natural resources for our generation and the ones to come. I really researched for my unit and I found an abundance of free materials and resources. I think apathy about our environment hurts our world. In putting the unit together, activities were easy to plan, especially with all the materials and information I collected, but the hard part for me was planning evaluation. I'm finding out that grading is the most or one of the most difficult things to do as a teacher. I hate giving grades, especially those comprehension checks they have in reading workbooks. So I made a big unit test but I will evaluate their projects, group participation as we go along each day. That feels better to me. I looked in the library and found about 20 or 25 environmental books I can use to give book talks and read aloud and some can be placed in our room for the kids to read. I know I can teach this unit again when I have my own class so I've made myself a bibliography of these books. I really believe literature enhances a unit but it's not my class really and it takes a lot of time and it seems like people expect you to have students doing work, like not just reading, I think.

Although Jilma's theoretical orientation was skills, an examination of Jilma's daily and unit planning for reading instruction reflected a whole language orientation. Therefore, there was not consistency between Jilma's

theoretical orientation to reading and her planning for reading instruction.

Jean. The theoretical orientation of Jean was skills. Jean's position on the continuum fell within the upper half of the skills orientation, indicating possible overlap with the whole language orientation. Jean's daily lesson plans for her third graders were always lengthy, covering several pages, and included detailed notes of everything she wanted to say and do. Jean frequently integrated her reading and writing lessons. The following plan was representative of her style. The lesson was based on a selection from the reading textbook about a character who received a special letter. The objective of Jean's lesson was to integrate reading and writing by learning the steps involved in writing a letter and writing the first draft. Jean typically included prior knowledge and modeling in her planning. Jean drew on background experience in this lesson by having her pupils tell about letters they or their families had received. She read examples of letters she had received and then modeled the steps while she composed a letter. Throughout the lesson, Jean emphasized getting ideas down on paper without worrying about neatness and accuracy for the first draft.

In her post-planning interview, Jean commented,

> I feel my strength is I go out from the book. I've found that schools still use the basal as their means of teaching some subjects. As I looked through the reading basal, I saw there are many good stories which

> are the good literature everyone would like to use outside of the basal. So I use the basal for all my lessons. I integrated letter writing with this one. I presented a visual chart which contained different parts of a letter and placed tags on it to label it, it looked like a lopsided bird. That made the kids laugh and helped them remember the form. Some already knew the parts, some are learning it for the first time.

Jean chose the topic of crawfish for her two-week planning unit. Jean introduced her unit by having pupils brainstorm words and various things related to a crawfish that they already knew. She presented a chart of the parts of a crawfish and the parts of a human and had pupils point out similarities and differences. An examination of Jean's unit plan revealed daily provision for the activation of prior knowledge, small-group activities, and drawing inferences from experiments and charting the results. Pupils handled live crawfish and wrote stories in their "crawfish journals" about them. However, most of the reading assignments were for the purpose of gathering specific information to answer specific questions. Evaluation consisted of responses to these questions and a test at the end of each week.

In the post-planning interview, Jean stated,

> When I planned this unit, I thought about my bad experiences when I was a little kid in school and no successes. I thought the children would be interested in crawfish because it's something they already know something about and they can learn more by watching what real crawfish do and not just what they read they do. It was easier for me to do a daily plan for each part of my unit instead of a big overall plan because I need to think about things in this fashion. I mean I do know how I want it to

> turn out, the big unit that is, but I need details, those sequential steps, to keep my thinking clear, which is the way I write my lesson plans. I planned a lot of what you might call the scientific method of observation, maybe because it's easier for me to draw conclusions that way, so I guess I think maybe my students think that also. It seems to work better when they do small groups, more manageable, that's going better with group leaders to help keep it going.

Jean's theoretical orientation to reading was skills and her planning for daily reading instruction and her unit planning were reflective of a skills orientation. Jean used the selections in the basal, but she extended her plans to draw on prior knowledge. Therefore, there was consistency between her theoretical orientation to reading and her planning.

Pat. The theoretical orientation of Pat was skills. Pat's position on the continuum fell within the upper half of the skills orientation, indicating some possible overlap with the whole language orientation. The following plan that Pat developed for her fourth graders was representative of her planning style for reading instruction. The objective was for the pupils to distinguish between reality and fantasy. Each pupil was to silently read the assigned story and then sit quietly until everyone was finished. Pupils were then to complete their worksheets for the basal extension activities. After most of the pupils had completed their work, Pat wrote the answers on a chart at the front of the room and pupils were to correct their papers.

In the post-planning interview, Pat stated,

> My cooperating teacher doesn't like my planning format. She says I do sloppy planning and she wants me to use more hands-on activities in my planning. We do have a lot of chaos in this room and I think hands on would make it even worse. She tells me to do this but I don't see her do it when she teaches. I don't think anybody could do anything with this rowdy class except follow a basal. Besides it's all planned out for me so why not use it. Each lesson is like a building block built on the prior one. They learn better a piece at a time.

In the unit that Pat developed on Native Americans, Pat wrote in the introduction that the teaching style for her unit was "decidedly whole language." However, an examination of Pat's unit revealed that her planning did not include any of the components of a plan representative of a whole language orientation. The primary activity for each day was for each pupil to be given a detailed outline of information. Pupils were to use these outlines to answer specific questions on dittos. Information was presented sequentially from day to day and the reading assignments were for the purpose of reading for specific information. The culmination of the unit was for a guest speaker to come tell some Indian folktales. Evaluation consisted of the grades on the daily dittos in addition to a unit test.

In her post-planning interview, Pat said,

> I'm excited that the teaching style for my unit is whole language like we learned in our courses. I think this unit is whole language because I plan to ask the kids what they already know about this culture, and that's called assessing prior knowledge. I chose this unit because my students will learn about a culture different and important in American history. Facts are important to me maybe because my mom is an

> attorney, so I think it's important for my students to learn facts. I spent a lot of time collecting information about Native Americans but I like to do that about things I'm interested in. But I'm not very creative so I mostly just found activities in the many sources I looked through. My cooperating teacher wants me to be more creative but that's just not me. This unit was different than just following the plans in the manual. This whole language stuff takes more time.

The theoretical orientation of Pat was skills. Although Pat's score on the TORP indicated that her planning would probably lean more toward the whole language orientation, this was not the case. Pat did not appear to have a clear understanding of the whole language concept. Pat regarded the material as hierarchical and taught it in sequence. She controlled the learner's role by making a predetermined transaction of the reading experience. Therefore, since Pat's daily and unit planning reflected the phonics orientation, there was not consistency between Pat's theoretical orientation to reading and her planning for reading instruction.

Marian. Marian was the one student teacher whose theoretical orientation was whole language. However, Marian typically used a phonics approach in her daily reading plans. The following was a representative plan for Marian. The objectives were for the pupils to become familiar with the "wr" sound and to learn that "w" is silent if it comes before "r". Marian facilitated the pupils in coming up with the observation that there was a pattern for these "wr" words rather than stating the rule first. Marian achieved

this by preparing an activity that was suggested in the basal teaching guide. Marian prepared a nest with plastic eggs. Each egg contained a paper wren with a word on it. Each pupil took a turn choosing an egg, hatching it, and reading the word to the class. The other pupils were to help decide whether the word began with "wr" or "r". Each word that began with "wr" was said to be ready to fly and was then taped to a blue background to represent the sky. Word that began with an "r" were not ready to fly and they stayed in the nest.

Marian expressed her thoughts in a post-planning interview,

> Phonics bores me but since I teach it, I try my hardest to make it fun for them. I have learned from my college courses to lead students through meaningful activities. I know it's important to introduce many types of stories and literature that are relevant but I'm learning that first I'll have to go over things step by step as if no one understands. I feel if I don't teach step by step, my lessons will turn into disasters. So I stick with the basal all the way.

An analysis of Marian's unit on Louisiana, which Marian prepared for her second graders, indicated that her planning for reading instruction reflected a phonics orientation. Pupils read primarily for the purpose of acquiring specific information. The activities requiring reading included identifying information on maps, reading directions for completing activity projects, and reading information sheets in order to locate answers to specific questions. Marian did include a sensory experience to introduce the concept of

swamp by having the pupils walk barefoot and blindfolded through tubs of wet sponges while listening to a recording of bayou sounds. Marian did not plan any activities that integrated reading and writing. Planning for evaluation was product oriented in that the primary criteria for successful completion of the unit was to be a unit test.

Marian expressed her thoughts in the post-planning interview. Her comments were,

> My kids already know about Louisiana but my unit will give them a new perspective to a familiar situation. It's a heritage we have here in Louisiana that is so different from a lot of states. I thought about putting an activity in my unit where they could touch things, because we had an 18-wheeler come to school when a teacher in another class was teaching a lesson on transportation and the kids went out and explored the truck and loved it. So I thought I would plan the swamp experience. I wanted to make it real for kids who haven't seen or experienced a swamp before. I want them to be successful and do well on the test.

Although Marian's theoretical orientation was whole language, Marian selected strategies that were reflective of a phonics orientation. She frequently emphasized phonetic rules and presented materials in sequential order. Therefore, there was not consistency between Marian's theoretical orientation to reading and her planning for reading instruction.

The results of the investigation of consistency between the student teachers' theoretical orientations to reading and their planning for reading instruction are summarized in Table 2.

Table 2 Consistency Results of 1994

Name	Orientation	Daily	Consistent	Unit	Consistent
Jessica	Phonics	W. Lang.	No	W. Lang.	No
Dawn	Skills	Phonics	No	Phonics	No
Serena	Skills	Phonics	No	W. Lang.	No
Sue	Skills	Phonics	No	Skills	Yes
Beth	Skills	Skills	Yes	Skills	Yes
Jilma	Skills	W. Lang.	No	W. Lang.	No
Jean	Skills	Skills	Yes	Skills	Yes
Pat	Skills	Phonics	No	Phonics	No
Marian	W. Lang.	Phonics	No	Phonics	No

Elementary Teachers - 1997

To determine if the participants' theoretical orientations were consistent with their planning for reading instruction after three years of teaching experience, written lesson plans were collected and analyzed. Through the process of identifying and coding, the data was categorized into one of the three reading orientations. Each participant, in a follow-up interview, was asked to describe the thinking processes she followed in planning the lessons for reading instruction.

Jessica. In Jessica's third year of teaching experience, she was teaching a fifth-grade class in a large city in Texas. In the 1997 administration of the TORP,

Jessica scored within the range described as skills. In Jessica's planning for reading instruction, she was relying exclusively on the basal and basal teaching guides. In a lesson plan that was representative of Jessica's style, her objective was to introduce the suggested vocabulary words by having the pupils write the words on index cards and copy the definitions from the glossary. Pupils took turns reading paragraphs aloud. Jessica checked for comprehension by asking questions about the story, to which pupils responded in written form. These were turned in to be graded. The homework assignment was for each pupil to write a synonym for each of the vocabulary words.

In a post-planning interview, Jessica stated,

> I follow the teaching manual because it has good ideas in it and our reading book has pretty good stories. I've come to believe it's important to include vocabulary and comprehension skills more than anything. So I try to stick with vocabulary skills, comprehension, and group reading.

Even though Jessica's theoretical orientation to reading was skills, her typical plans for reading instruction were representative of a phonics orientation. Therefore, there was not consistency between Jessica's theoretical orientation and planning.

Dawn. In Dawn's third year of teaching experience, she was teaching second grade in a large city in Louisiana. In the 1997 administration of the TORP, Dawn scored within the range described as skills. In Dawn's planning for reading instruction, she was relying exclusively on the basal and

basal teaching guides. In a lesson plan that was representative of Dawn's style, her objective was for the pupils to learn the vocabulary words for a reading selection in their textbook. The words and the definitions were presented on flashcards. The focus of the lesson was for the pupils to use decoding skills in pronouncing the words and to memorize the definitions. Dawn checked for understanding by dividing the pupils into small groups and having them question one another, an activity that was suggested in the teaching guide.

In a post-planning interview, Dawn discussed her thoughts about planning for reading instruction. Dawn stated,

> The components I think are necessary in preparing a lesson for reading are whole class instruction because everyone must be introduced to the skill--practice to pinpoint those having trouble with the skill--reteaching for those who did not understand the first time--group work to add a little fun and variety and to accommodate slow learners--and evaluation to measure the success of the lesson.

Dawn's theoretical orientation was skills, but her typical plans for reading instruction were representative of a phonics orientation. Therefore, there was not consistency between Dawn's theoretical orientation and her planning.

Serena. In Serena's third year of teaching, she was teaching first grade in a large city in Texas. In the 1997 administration of the TORP, Serena scored within the range described as skills. When writing her lessons, Serena often planned for reading instruction throughout the day by

integrating reading with other subjects. She used a variety of colorful books with predictable texts to emphasize the specific skills or concepts that she planned to teach. In a lesson plan that was representative of Serena's planning, she used a predictable children's book about a lion who experiences the world through his five senses. The objectives were for the pupils to anticipate the next words or lines in the story by using repetition or rhyming clues, as well as verbal and visual clues, and also to identify the five senses. Serena's plan was to read the book aloud, placing special emphasis on each sense word, pointing to these words as she said them. She paused before each rhyming word in order to give the pupils a chance to predict the rhyme and pointed to picture clues on the page to help in prediction. Serena read the book aloud a second time, encouraging the pupils to join in as much as possible in reading along with her. Serena explained about the five senses and the pupils talked about how the lion used his five senses--how he saw the cloudy sky, felt the grass, smelled the sweet flowers, tasted the cool water, and heard the rumble of an approaching thunderstorm. After this, the pupils wrote things that they saw, felt, smelled, tasted, or heard and made their own little illustrated books. The culminating activities were to make a lion puppet and to read the story again, with the pupils supplying most of the words.

In a post-planning interview, Serena expressed her thoughts about planning for reading instruction. Serena stated,

> It's important to use a variety of structured and open activities. This allows all the children an opportunity to have better comprehension of the lesson rather than presenting the lesson in just one way that only a percentage of them will fully comprehend what you're trying to teach them. I use the important aspects from the reading manual, which I consider to be the goals, but I use my own stories and activities to achieve them.

Serena's theoretical orientation was skills, but her typical plans for reading instruction were representative of a whole language orientation. Therefore, there was not consistency between Serena's theoretical orientation and planning.

Sue. In Sue's third year of teaching experience, she was teaching the second grade in a city in Louisiana. In the 1997 administration of the TORP, Sue scored within the range described as skills. In Sue's lesson plans for reading instruction, she was relying primarily on a textbook that was based on a skills orientation, with accompanying teaching guides and materials. In a representative lesson plan, the plan was to cover the period of a week, with a different objective for each day. The reading selection was previewed by assessing prior knowledge, developing concepts by creating a word web and setting a purpose for the reading. The objectives for the reading of the story selection focused on analysis and decoding skills.

Instruction emphasized phonemic awareness, identification of long and short vowels, consonant blends, discovery of spelling patterns, and decoding strategies. Comprehension activities focused on analyzing the setting of the story, determining cause and effect, and drawing conclusions. Pupils worked independently and in groups. Evaluation was assessed through completion of word building kits and comprehension check worksheets.

In a post-planning interview, Sue discussed her thoughts about planning for reading instruction. Sue stated,

> I believe in a combination of literature based and phonics based. Most of my reading is taught through this blend. Teaching skills through literature is important and so is drilling sight words and building word families outside the text. Having new approaches to old-fashioned theories is important. I follow a prescription in planning our principal taught us --it's called SAME and stands for skill, activity, materials, and evaluation and those are the components of my reading lessons.

Sue's theoretical orientation was skills and her typical plans for reading instruction were representative of a skills orientation. Therefore, there was consistency between Sue's theoretical orientation and her planning.

Beth. In Beth's third year of teaching experience, she was teaching kindergarten in a large city in Louisiana. In the 1997 administration of the TORP, Beth scored within the range described as skills. Beth used the same format for all of her reading plans. She divided them into the sections of objectives, activities, materials, and

evaluation. Within this framework, Beth considered prior knowledge, exposed her pupils to several books, and maintained a focus on correctness of responses. In a lesson plan that was representative of Beth's style, her objective was for her pupils to listen to and respond to a children's alphabet book, to identify letters, and to put the letters in order on a cardboard tree. Beth accessed prior knowledge by asking her pupils to recall any experiences or knowledge they had about trees or climbing trees. After Beth read the story to them, she gave each pupil a letter of the alphabet. The pupils retold the story by putting the letters on the coconut tree at the correct time. Evaluation was based on the identification of letters, the ordering of the letters, and the oral retelling of the story.

In a post-planning interview, Beth expressed her thoughts about planning for reading instruction. Beth stated,

> I believe both phonics and whole language have to play some part in teaching reading. I try to teach the skills within context. I mostly use my own format and always start off with prediction. An important component in a successful reading program for kindergarten is teacher reading to children and doing shared reading. Children must have a variety of reading experiences and must also be exposed to different types of writing like poetry, prose, and short stories. My children like reading experiences and I love seeing the excitement in their eyes.

Beth's theoretical orientation was skills and her typical plans for reading instruction were reflective of a

skills orientation. Therefore, there was consistency between Beth's theoretical orientation and planning.

Jilma. In Jilma's third year of teaching experience, she was teaching fifth grade in a small town in Louisiana. In the 1997 administration of the TORP, Jilma scored within the range desribed as skills. Jilma planned each of her reading lessons to cover at least a week at a time. She integrated other subjects into the reading plans. The biography unit that Jilma developed to cover a period of four weeks is representative of her planning for reading instruction. Objectives included assessing what her pupils already knew about biographies, learning vocabulary meanings by using context sentences, integrating math and spelling skills, learning the purpose of quotation marks, and learning how to summarize biographies by using story webs. In order to accomplish these objectives, Jilma planned a variety of activities. Activities included such things as brainstorming, vocabulary exercises, choosing a newspaper cartoon and rewriting it in conversation form using quotation marks, doing the spelling exercises on the computer, completing math task cards related to the stories, and previewing and predicting biographical information in the books. Pupils worked in pairs, in small groups, in reading centers, and received whole-class instruction. Reading and writing were integrated throughout the unit. Pupils wrote in their journals daily. Evaluation was

process oriented. The culminating activity was for each pupil to write a personal biography.

In a post-planning interview, Jilma described in detail her thoughts about planning for reading instruction. Jilma stated,

> I love to plan my reading in unit form and I nearly always use my own format. At times when I do look at the manual, I add my own things and skip many parts. I teach reading using books and I teach my skills from these books. I also teach mini lessons for different skills as I see they're needed, like when they make writing or spelling mistakes. I have a lot of at-risk students who can't sound out words so I sometimes have to throw in phonics and sight word instruction. For this unit we're reading trade book biographies on Nelly Bly, George Washington Carver, Thomas Jefferson, and Ben Franklin and each biography focuses on different skills like quotation marks, main ideas, adjectives, and things like that. They'll read other biographies in their reading centers. I read aloud to my students every day and we also write in our journals every day. They'll write their own biography. I can check comprehension by seeing the webs they make to summarize each biography and can also use the time lines they develop. I evaluate throughout instruction, not just at the end. I really struggle with the issue of grading because we have to give grades. This unit format of planning seems to be working well. I love it when the light goes on and you see it in a child's eyes.

Jilma's theoretical orientation was skills and her plans for reading instruction were reflective of a whole language orientation. Therefore, there was not consistency between Jilma's theoretical orientation and planning.

Jean. In Jean's third year of teaching experience, she was teaching fourth grade in a small town in Louisiana. In the 1997 administration of the TORP, Jean scored within the range described as skills. In Jean's plans for reading

instruction, she was relying primarily on a skills orientation textbook, with accompanying teaching guides and materials. In a representative lesson plan, the plan was to cover the period of a week, with a different objective for each day. The objectives and instructional activities emphasized comprehension, vocabulary, and decoding skills. Prior knowledge was assessed before the story was presented. Jean read the story to the pupils, conducted a discussion, and the pupils then divided into groups to read the story again. The lesson culminated in listening to a tape of the story and retelling the story in their own words. Evaluation was based on successful completion of the comprehension and vocabulary activity sheets.

In a post-planning interview, Jean stated,

> I think my plans are a combination. I have a combination of skills and whole language type of textbook. I include skill and activity. I believe kids need to spend much time on the story. They hear it from me when I read it, then they read it to me in a group. I have three groups. We talk about the comprehension questions and then read it together and then they listen to it on a tape. All of this before a test. I follow the manual mostly, a lot really, but not per se. After all, manuals are written by those people who've never been in a classroom.

Jean's theoretical orientation was skills and her typical plans for reading instruction were representative of a skills orientation. Therefore, there was consistency between Jean's theoretical orientation and planning.

Pat. In Pat's third year of teaching experience, she was teaching fourth grade in a large city in Louisiana. In

the 1997 administration of the TORP, Pat scored within the range described as skills. In Pat's planning for reading instruction, she was relying exclusively on the basal and basal teaching guides. In a lesson plan that was representative of Pat's style, her objective was for the pupils to learn the vocabulary words for the next story in the basal. In order to accomplish this objective, Pat planned for the pupils to complete the vocabulary activity sheets that accompanied the textbook. The pupils were to read the story aloud as a group, each taking turns reading paragraphs. To check for comprehension, pupils were to complete activity sheets containing comprehension exercises. Evaluation was based on the successful completion of the activity sheets.

In a post-planning interview, Pat expressed her thoughts about her reading instruction. She stated,

> My reading objectives are geared toward the children passing the CAT tests. I follow the manual and I believe in a lot of phonics. I know my philosophy seems to be equated with the plague, but I never really cared for whole language. I don't think the children could ever have too much phonics and I'd like to see the schools go back to the basics. I teach toward the CAT because I think measuring aptitude is important to detect weaknesses.

Pat's theoretical orientation was skills and her typical plans for reading instruction were reflective of a phonics orientation. Therefore, there was not consistency between Pat's theoretical orientation and planning.

Marian. In Marian's third year of teaching experience, she was teaching first grade in a large city in Louisiana. In the 1997 administration of the TORP, Marian scored within the range described as whole language. In a lesson plan that was representative of Marian's planning style, she did not use the basal but developed her instructional planning around a story about friends. She did what she called "background building" by having the pupils talk about things they did with their friends. These were recorded in a friendship web by the teacher. The pupils engaged in preview and prediction activities about the story. Marian framed key words and modeled the reading. Marian introduced the diagraph "ch", and as Marian reread the story, the pupils were to listen for the initial and final "ch" sounds in the story. These words were recorded on a chart. After a group discussion of the story, Mary read the story again, with pupils joining in. A story pattern was used to help pupils generate their own sentences, which were recorded on charts. Pupils used generated sentences to write their own version of the story. Evaluation activities were primarily based on observations as the pupils engaged in these tasks.

In a post-planning interview, Marian stated about her reading instruction,

> When I plan my lessons the components I think are important are shared reading and writing. My first graders need to know the sounds so I do phonics but not isolated but in context of story. So these are the things I keep in mind when I write my plans. I refer to the manual but it doesn't fit me and my

> students most of the time, but it's a guide to be helpful if I ever do need it. Since I teach first grade, most come to me not knowing the alphabet and leave knowing how to read and it feels nice to look back and see how much they learn. I want them to handle a lot of books so I keep my classroom full of books.

Marian's theoretical orientation was whole language and her typical plans for reading instruction were reflective of a whole language orientation. Therefore, there was consistency between Marian's theoretical orientation and planning.

The results of the investigation of consistency between the participants' theoretical orientations to reading and their planning for reading instruction after three years of teaching experience are summarized in Table 3.

Table 3 Consistency Results of 1997

Name	Orientation	Planning	Consistent
Jessica	Skills	Phonics	No
Dawn	Skills	Phonics	No
Serena	Skills	W. Language	No
Sue	Skills	Skills	Yes
Beth	Skills	Skills	Yes
Jilma	Skills	W. Language	No
Jean	Skills	Skills	Yes
Pat	Skills	Phonics	No
Marian	W. Language	W. Language	Yes

Question C

What enabling or constraining factors did the participants identify as having influenced their theoretical orientations and planning as student teachers, and what enabling or constraining factors did they identify after three years of teaching experience?

Some researchers have suggested that there are enabling or constraining factors that exert perhaps more influence on teacher decision making than theoretical orientation. The social, psychological, and environmental realities of the school and classroom are thought to be so salient as to mitigate or preclude implementation of belief systems in decision making. Duffy and Anderson (1982), for example, noted that teachers can state theoretical aspects related to reading and reading instruction, but that their instructional practice is governed by a complex set of contextual variables. Duffy, Roehler, and Johnson (1986) viewed the classroom environment as including a set of filters that mitigate teachers' beliefs. They pointed out that these filters might override teachers' theoretical orientations or beliefs about reading. Clark and Peterson's (1986) model of teacher thought and action included constraints and opportunities as two important factors that influence the process of teaching. Any of these factors could limit or extend the strategies that are available for

the teacher to use in planning. In research studies where there have been inconsistencies between beliefs and practices, contextual variables have been postulated in order to explain these inconsistencies.

Student Teachers - 1994

The daily journals of the student teachers were analyzed through the process of identifying, coding, and categorizing the data. In order to determine the enabling or constraining factors that the participants identified as having influenced their theoretical orientations and planning as student teachers, categorized data pertinent to this research question was extracted. From this data, selected quotes from the journals of each participant have been used to illustrate each factor. Journal writing is recognized as a process integral to thinking (Niles, 1985; Olson, 1984; Walker, 1988) and an activity that is, according to Strong (1983), "the best means to make knowledge personal, connected, and accessible to the self" (p. 36). A journal reflects the writer's own voice and can be used as a vehicle to explore the writer's belief system (Commander and Smith, 1996; Fuhler, 1994; Fulwiler, 1980). Fulwiler (1980) noted that the journals of teachers are helpful in facilitating understanding of the teaching process, and can provide records of pedagogical growth.

Jessica. Jessica's theoretical orientation of phonics was not consistent with her daily and unit planning, which

reflected a whole language orientation. Data extracted from Jessica's journal suggested that the primary constraining factor that kept her from carrying out her theoretical orientation to reading was the boredom of her students. Jessica noted in an early entry,

> I need to make my reading lessons more interesting. I started the semester by teaching from the book and it was boring to them. Next time I teach reading, I will make it much more interesting. I have to teach them the skill. Teaching from the basal book is sometimes necessary. Students have to prepare for standardized tests. But they are bored.

Jessica responded to the more positive reactions of her pupils when she planned extra activities. Further entries included such statements as,

> They love it when I plan fun activities. I enjoyed my lesson today because they really seemed to enjoy it. We did a word search to break the monotony. Reading lessons are working very well now and children are loving my lessons.

Jessica's shift from a phonics to a whole language orientation was facilitated by her cooperating teacher, as evidenced by such entries as,

> My cooperating teacher is so great. She has helped and guided me with great ideas. She gives me good tips. She gave me an excellent idea for a reading/writing lesson. She gives me many great and exciting ideas to use with my reading lessons and then lets me adapt my own lessons.

Jessica felt that her planning was often constrained by time management, exhaustion, and illness. She reported,

> There is not enough time to plan. Really a teacher needs a break just as much as kids do. Sometimes I think a teacher must accept they just can't get everything planned and done.

> I planned well but I'm tired. I have to admit teaching is very exhausting. There's no time to breathe. How can I plan well like this?
>
> Since I've been teaching, I've found that in order to be a teacher I must get flu shots every week. I was very sick. I have a cold which seems to be permanent.

Dawn. Dawn's theoretical orientation of skills was not consistent with her daily and unit planning, which was phonics. Data extracted from Dawn's journal revealed that the primary constraining factor that kept her from carrying out her theoretical orientation to reading was her relationship with her cooperating teacher. The following comment was representative of entries throughout her journal during the semester.

> I asked if I could bring some whole language into reading to go with the phonics and she said stick with the basal. Oh well, it was worth a try. I don't want to step on her toes by taking over. I guess I will just give her space and keep the students going.

Dawn later commented,

> I'm preparing my unit plan and I wanted to tie in all subjects to the human body theme and also have lots of books with it but she did not want me to. Why not? I don't have the slightest idea. Sometimes I feel I've learned all I can from her and that I'm wasting my time.

Dawn commented at the end of the semester,

> I have felt inadequate because of having to answer questions about language rules by saying because that's just the way it is. The basal is no help and I'm frustrated and so are the kids.

Dawn also felt constrained by the need to prepare the pupils for standardized testing.

> I'm having to prepare the kids for LEAP and discovering they're not very prepared. I'm especially worried about a few. They don't understand the answer sheet thing and they're so hung up on that, they can't concentrate on the content of the test. This week lasted forever. The kids are disoriented with LEAP. Why do schools do this to kids? I guess we have to teach this stuff to kids so they can pass it.

Dawn expressed frustration about lack of time as a constraining factor.

> I have to stay after school to plan lessons to carry less home and to get some little night time for myself. I'm overwhelmed with tasks. I'm driving myself crazy planning my lessons and unit. I have to work over weekends. I didn't realize how much work and time it takes.

Time was also a factor in carrying out her plans after she prepared them.

> This is multicultural week so there's an hour in assembly every day. This frustrates me because it rushes me to get through my plans. They are taking my time. Then there's early dismissals and Easter party. We get absolutely nothing done. Assemblies, egg hunts, parties, it's always something. I never get to finish anything I plan.

Several entries indicated illness as a constraining factor that interfered with Dawn's planning and instructional activities.

> I got sick and had to go to the infirmary after teaching the lesson. Help! I'm having to plan and teach when feeling sick. I had to go to the doctor. Have an ear infection. The doctor said stay home all week. I can't. Still feel horribly. I'm really tired of feeling this way. It makes me very ineffective. I don't feel well. There's a stomach virus going around. A student threw up. Gross.

Serena. Serena's theoretical orientation of skills was not consistent with her daily planning, which was phonics, nor with her unit planning, which was whole language. Data

extracted from Serena's journal indicated that the primary constraining factor that kept her from carrying out her theoretical orientation to reading was the emerging belief that her first graders needed the structure of a phonics approach. Serena wrote,

> I now realize the majority do not have the necessary skills to do my lessons. So I will have to alter all my lesson plans. I have to write new plans. I will have to follow the book to make sure they learn how to read.

Serena felt that the basal would make her feel more secure.

> Thank God for prepared lessons and materials. Now I know I'm teaching them what they're supposed to know in the first grade. So I feel better about that. They don't know as much as I thought they would when I was trying to make my own plans.

Serena was further strengthened in her belief that her planning should be phonics based when the pupils were required to take standardized tests.

> The kids had a lot of reading to do on the CAT. Several were crying because they could not read some of the words. I tried to calm them down as much as I could while they were begging me to read the words to them. It broke my heart. If they are going to be required to do this, we will have to teach the material on the CAT to help them from this torture.

Other constraining factors for Serena throughout the semester included time, exhaustion, and illness. Serena was frustrated about time constraints.

> Seven hours and we only had two hours of actual teaching. Sometimes I wonder how our kids learn anything. Auxiliary activities always cut our time short. And then I had a nice lesson planned but a mother showed up with cupcakes for her kid's birthday and I was unable to teach it. Have lots of planning to do this weekend and I just don't know if I can find the time.

Serena found teaching to be an exhausting profession.

> It takes a lot out of you. I am very tired at the end of the day. Emotionally, teaching takes a lot out of you. How can I plan if I'm so exhausted. It makes me appreciate the basals. Just follow the plans and get some rest.

Serena was also concerned about being ill so often.

> I really hate this. I've been taking more pills and cough medicine than you would believe. I'm feeling sick. I only taught reading today. Did manage to get through the lesson even though I had to sit down for a little of it. Got sick to stomach. Didn't think I was going to make it through the day. Was sick all weekend throwing up and sore throat and couldn't prepare my lessons. Thank God could just follow the plans in the basal.

The influence of Serena's cooperating teacher seems to have been a factor in Serena's shift to a whole language orientation in the planning of her unit.

> She told me not to think about being structured in my unit plan like we have to in our regular plans and will let me have total control over it. She will even give me a day off to get ready for my unit.

Serena was pleased with the outcome of her unit planning.

> It went very well. She said it was beautiful. The children surprised me with their thinking skills. They seemed to be interested. It's satisfying to see kids really learning. This was the highlight.

Sue. Sue's theoretical orientation of skills was not consistent with her daily planning, which was phonics, but was consistent with her unit planning. Data extracted from Sue's journal indicated that the primary constraining factor that kept her from carrying out her theoretical orientation to reading was that she did not want to interfere with the

structure of the reading program that had already been set up by her cooperating teacher. Sue wrote,

> There is a high, middle, and low group for reading. I don't think I should interfere because she is consistent and seems committed to it. I don't think she'll back down. She is going to let me work with one group at a time starting with lowest. They are going to give me a run for my money. We have to have high and middle and lowest group of readers.

Sue continued to feel constrained by her cooperating teacher.

> We have to teach all the blends. The English language makes me angry sometimes because of all exceptions to rules. There are so many dittos, I feel guilty about always passing out dittos. I don't know what I'm supposed to do with my three reading groups all going at the same time. I am concerned about lack of creativity with the basal, but she is too structured to do more fun things and I need to remember that she has the experience and knows what she is doing.

However, when Sue developed her unit plan, the influence of her cooperating teacher appeared to be a factor in Sue's shift to a skills orientation. Sue wrote,

> Planning my unit has been a lot of fun. She told me this was mine and she turned it over to me to plan and do. It makes me proud to add life to this room and the break for the children was nice. One student who didn't ever do anything is starting to. This is a great thing.

Data extracted from Sue's journal indicated other constraining factors that Sue felt interfered with her planning for instruction. She was concerned about interruptions.

> Just the students' daily routine can make you crazy--go here, then there, and then there, then lunch. It certainly loses some of its sparkle when you get all of the paperwork and scheduling that goes with

> teaching. You can prepare and be ready but days can always be messed up by anything.

Exhaustion was another major concern.

> I am exhausted. I don't think it's really a physical thing--they just drain the life out of me. I get worn down from this weekly planning and have come close to tears of frustration. I probably shouldn't complain about having to stick to the basal. It's all prepared for you which is good with the exhaustion. How did my mom teach for 20 something years?

Beth. Beth's theoretical orientation of skills was consistent with both her daily and unit planning for reading instruction. Data extracted from Beth's journal indicated that the two primary enabling factors that promoted this consistency were her relationship with her cooperating teacher and the positive reactions of her pupils. Beth noted at the beginning of the semester in regard to her cooperating teacher's reading instruction that,

> I thought her reading lesson was good. She played charades with the kids with words of "sh" sounds. I think I will learn a lot from her.

Beth later noted,

> She combines social studies and writing and reading. She uses her social studies topics to write about. She does use her reading book a lot. The children read out of the basal, but she also uses fiction books to back up her reading and social studies. She is about one half basal and one half whole language but she is very flexible. I'm trying to incorporate basal and other things and she doesn't mind at all.

At the end of the semester, Beth wrote,

> She has been very flexible about what I taught and when I taught it. She has let me handle everything. I can't wait until I have my own classroom. I'm getting excited.

Several journal entries indicated that the positive reactions from her pupils encouraged Beth in regard to planning for reading instruction. Representative entries included such comments as,

> Today I read a story to the class. They love being read to and they love looking at the pictures. Children responded well to my lesson about Brown Bear, Brown Bear.
>
> I did a dictated experience with the students and had them copy it. They seemed to like copying their own words and reading them. We played hangman with the words. They were excited about learning and that is what I love to see. They did their books well, even Jerry.
>
> Today I played bingo and used their vocabulary words for bingo. They really enjoyed it more than just reading charts. And then we played Jeopardy with the reading vocabulary words. They loved it and really got into it. They had fun and they learned their words. They get so much more out of it if the words relate to something they are doing.
>
> Today we read about Leon the Leprechaun, then the children followed green footprints and worked together to find out where the pot of gold was. They had a blast and wrote about their experience.

Beth was also encouraged by the reaction to her unit plan.

> The kids are really interested in my solar system unit and asking more questions than I would have thought, some that I never would have thought about. I'm having fun teaching my unit and looking forward to teaching the rest of the unit. They're enjoying it and that makes me feel good.

Beth did indicate concerns about time constraints, state-mandated testing, and illness. In regard to time constraints Beth wrote,

> I believe the first grade teacher is one of the most important. They teach them to read, write, and a lot about life. But it's so hard to get everything in because they have so much auxiliary, P.E., music, etc.

> I guess you just do what you can do, but there is not enough time to read.

A representative comment about state-mandated testing was,

> The children were very restless during the CAT testing. They and I can't wait until it's over. It seems so senseless. It's upsetting.

Beth was also concerned about her illnesses.

> Ill again and absent again. Why has my asthma become a problem? She's very understanding about it. It's hard to plan when I feel so awful.

Jilma. Jilma's theoretical orientation of skills was not consistent with her daily and unit planning, which reflected a whole language orientation. However, although Jilma's score on the TORP fell within the upper portion of the range described as skills, data extracted from her journal indicated that she felt that her theoretical orientation was whole language, and she purposely planned her reading lessons to reflect a whole language approach. Jilma wrote,

> My goal is to integrate whole language into my classroom. Although I will respect my cooperating teacher's beliefs, I have developed my own beliefs and plan on teaching as holistically as I can.

Jilma continued to maintain her belief in whole language.

> I was feeling a little uneasy today because my cooperating teacher is so traditional. Many of her lessons seem to come straight from the book and this is not how I believe children learn. I'm not crazy about the basal because it contains a lot of material that seems irrelevant to me. She really wants me to use the book but I'm still trying to plan holistically integrated units. I guess it will all fall in place eventually.

Jilma disliked state-mandated testing and rote work.

> The whole week taken up in schools with CAT, LEAP, and all that initialed junk is the pits. Why can't the children just use that time to actually interact with literature. I want to teach, not just assign pages in their workbooks. Teachers feel pressured for their children to do well on the tests.

Journal entries indicated that Jilma was pleased with the responses of her pupils to her approach.

> I used the book Underwear to teach quotation marks. I read it aloud then reproduced several pages for the overhead. It went so well I'm going to look through some books and do more of this to get some teaching ideas for when children don't seem to understand.

Toward the end of the semester, Jilma commented about her success in teaching reading.

> I have taught three reading groups like we have to, but I have had them rotate centers, do independent work, and meet with me. It has gone very smooth and I'm feeling like I really have control. I modeled the writing process and got them started in journal writing also. I need to work on my questions because I want to ask more open-ended questions.

Jilma felt that her cooperating teacher had become not only more supportive, but had come to appreciate Jilma's approach.

> We both read Routman's book about teaching reading this week and I feel better. I realized that she is not wrong and neither am I. I respect her beliefs and I think she respects mine. She really has pretty much let me do what I want to do. Now I'm using my own lesson plans and she likes my ideas and demonstrations.

Lack of time, exhaustion, and illness were mentioned by Jilma as constraints in planning for instruction.

> I can't believe how much bookkeeping is involved. 30 minutes just to do attendance and collect lunch and ice cream money. My lessons are going good but it seems

> like there is never enough time. Oh well, I guess that's how it goes.
>
> I'm tired, this causes me trouble in making my lessons flow, I'm tired, tired, tired. I can hardly talk and I've had fever for two days but I survived. I guess that's what teaching is all about. Stomach and intestine problems and still you have to keep on going.

Jean. Jean's theoretical orientation of skills was consistent with both her daily and unit planning for reading instruction. Data extracted from Jean's journal indicated that the two primary enabling factors that promoted this consistency were her relationship with her cooperating teacher and the positive reactions of her pupils.

Jean commented at the beginning of the semester about her cooperating teacher's reading instruction.

> I observed her. I'm looking for ways she conducts her reading lesson. I enjoy how she allows children to go to the centers while one group is at reading. I have found that schools still use the basal, but I found in the reading basal there are many good stories.

As Jean began to plan her own reading lessons, she commented in her journal,

> I like the feedback I get from her. It is wonderful. She helps me think of things I never thought of before. I use the stories in the book and just expand them for vocabulary and comprehension. We read other books also like Mufaro's Daughters. Children drew pictures about this book on a mural. They loved it and so did she.

Several journal entries indicated that the positive reactions that Jean received from her pupils encouraged her in regard to planning for reading instruction. Representative comments included,

> We made a review game of the lesson by doing vocabulary bingo. They enjoy writing their words on

> the sheet and playing. They must pronounce words correctly once they have bingo. This combines reading and writing.
>
> I shared with them a personal book of my own about Gordon Groundhog and they made yes/no predictions of whether Gordon will see his shadow. I could not believe how much they got into it. The children seem to enjoy my lessons.

Jean felt that state-mandated testing was a constraint in planning for reading instruction.

> We are preparing for the CAT tests, so now our reading centers are concentrated around the skills from the CAT. The CAT is driving our instruction.

Pat. Pat's theoretical orientation of skills was not consistent with her daily and unit planning, which reflected a phonics orientation. Data extracted from Pat's journal revealed that the primary constraining factor that kept her from carrying out her theoretical orientation to reading was her relationship with her cooperating teacher. Pat stated in her journal,

> My cooperating teacher is basal oriented, phonics all the way. She pretty much dictates what my lessons will be. There's no middle ground.

Comments throughout the semester continued to reflect this constraint that Pat felt when planning her lessons for reading instruction. A representative entry was,

> She says reading is important and she is always telling me to make my reading lessons more interesting, but when I try to do something different, she gripes about it, so why bother. This is such a big class and so many do not behave. I just need to follow the manual and just get through this experience the best I can.

Pat also considered standardized testing to be a constraining factor.

> This whole week has been taken up with the CAT. First we had to waste all that time teaching them for the test and now that they are finished, she says we must be concerned about getting their scores back. It feels like reading isn't important unless it's to pass the tests. I'm worried because I saw many children had difficulty on the CAT. They couldn't understand why they couldn't finish if they ran out of time. So I guess that is why she said we have to teach reading to pass the tests. Everybody is uptight about it.

Pat found it difficult to plan when she was tired or did not feel well.

> I've begun having a back problem and hurt a lot and having to be absent some to go to the doctor. Days are long and have to work at night to write plans. It's hard to do. I'm very tired and I hurt. That's when having a manual helps. I'm surprised at how long it takes to do all that is required.

Marian. Marian's theoretical orientation of whole language was not consistent with her daily and unit planning, which was phonics. Data extracted from Marian's journal indicated that the primary constraining factor that prevented her from carrying out her theoretical orientation to reading was related to the expectations of her cooperating teacher. Several entries indicated that Marian felt it necessary to set aside her personal beliefs.

> I have been doing reading groups. I was not sure if I would be able to do it at first because at the university we were taught only about whole language which is fine with me, but I was a little nervous about doing basal reading groups. Well, it is new to me but I will have to learn to alter my beliefs for the time being. For now, I will learn to use basals.

Marian later commented,

> I'm feeling confident but I still don't feel comfortable with reading. I don't like doing basal all

> the time but she says we have to get through the book. I follow the reading manual pretty much word for word.

In another entry Marian stated,

> I didn't feel good about my lesson today. Phonics bores me, so I try my hardest to make it fun for the children. Sometimes it just does not work.

Toward the end of the semester, Marian noted in her journal that the phonics orientation was working out better than she had expected.

> Reading groups are becoming easier and fun actually. We introduce the reading words of each story, find them in sentences, read the story, do worksheets to practice the skills learned. The children don't seem to be bored with this. I'm surprised. I guess it's because they really need help with the skills.

Marian expressed concerns in her journal about standardized testing.

> CAT testing, kids nervous. They have been told that they'll have to stay in the second grade if they don't pass which has put even more pressure on them. I just don't see how standardized tests can be a good measure of ability to do well in school.

On the following day Marian wrote,

> Dayna came into class late this morning with red puffy eyes. Her mother informed us that she'd been crying all morning because she is scared that she is going to fail the CAT. Children this age should not be under this kind of pressure. How is she going to be able to do her best on the test when she is in this state of mind?

At the end of the week Marian wrote,

> The children were wild today. They had to be still during the CATs. We're finished and what a relief. It was not a good experience for them.

Another constraining factor in planning was lack of time. Marian commented in her journal,

> I have very little time and I do most if not all of my reflecting and planning in my head and not on paper. I need more time to prepare. I have no time for a social life, friends, family, or this reflective journal. I feel overwhelmed. That makes me feel relieved to have the manual to follow, though that really isn't my belief.

Exhaustion was also a constraining factor for Marian.

> I am slowly understanding teachers are dead tired at the end of the day. I'm so tired I don't know what I'm going to do. I stayed up until 2:00 a.m. working on lessons. I feel like there is a giant on my shoulders.

Elementary Teachers - 1997

In order to determine the enabling or constraining factors that the participants identified as having influenced their theoretical orientations and planning after three years of teaching experience, individual interviews were conducted. The general interview guide approach (Patton, 1990) was used by the researcher. The general interview guide approach involves outlining a set of information to be explored with each respondent, serving as a basic checklist for topics to be covered. The interviewer remains free to build a conversation within a particular subject area, but with the focus being predetermined. In the interviews pertinent to this research question, the main topics to be covered were enabling or constraining factors. The set of information to be explored with the participants included whether or not they thought their lesson plans were consistent with their beliefs about how reading should be taught, as well as the identification of factors in their present school environments that they believed either

facilitated or constrained their freedom to teach reading the way they believed it should be taught. Information collected from the interviews was analyzed through the process of identifying, coding, and categorizing the data. From this data, representative statements have been extracted to illustrate enabling or constraining factors that were identified by each participant.

Jessica. In Jessica's third year of teaching experience, her theoretical orientation of skills was not consistent with her daily planning, which reflected a phonics orientation. Data extracted from an interview with Jessica indicated that she did not feel that her plans were consistent with her beliefs and that the primary constraining factors that kept her from carrying out her theoretical orientation were that most of the pupils in her classroom were hispanic and that there were too many ability levels in her class. Jessica stated,

> Our school has many hispanic children many of which don't speak English, so therefore phonics is very important. I do think my lesson plans would be consistent with my beliefs except when you have children in your class who don't speak English, you have to get the job done and teach reading in whatever way it takes to get the objectives taught. Vocabulary and comprehension are important. I don't like how there are so many broad levels of learning in each class. For instance, I teach fifth grade and I have first, second, and third grade levels of ability in my room and a lot of them need phonics.

Jessica also felt constrained by standardized testing and by exhaustion.

> We have to include state objectives in our plans and prepare for state assessment. I don't agree with state standardized testing at all. First of all, standardized tests are not adequate information to see how smart a child is. Secondly, there are so many different levels of learning in my class and only one level of standardized test for my class.
>
> It's hard to plan well when I'm exhausted. Teaching is an absolutely exhausting profession. Reaching each child is very exhausting and when I feel they aren't learning, I get frustrated.

Dawn. In Dawn's third year of teaching, her theoretical orientation of skills was not consistent with her daily planning, which reflected a phonics orientation. Data extracted from an interview with Dawn indicated that she felt that there were several constraining factors that kept her from carrying out her theoretical orientation. Dawn was concerned about lack of time for planning for her second graders, as well as having large classes with many pupils who were working below expected grade level. Dawn stated,

> My plans aren't really consistent with how I believe reading should be taught because I think reading instruction should be very individualized. To be honest, I probably could make my plans consistent with my beliefs because our plans aren't checked or questioned. But I don't have time to write a different plan for each child or group. My class size is too large, very wide range of ability level. Those paperwork procedures overwhelm me. I tried to write my own plans but I hardly had time, and those I did write I hardly had time to glance at them. So I follow the manual a lot.

Dawn also expressed concerns about having to prepare pupils for state-mandated testing and about components within the school system that strongly encouraged a standardized approach. Dawn stated,

> We have to spend a lot of time preparing the children for CATs and I feel it's very biased. Minorities have a hard time. The vocabulary is out of their realm of experience, even for a lot of white kids. It's not very representative of what they know. We also have a 504 committee and when working with them we have to document interventions and these interventions are always phonics based because that's a measurable method. Besides, the materials we're provided with by the school are phonics based. I'm very confused on that issue. During teacher orientation we were told that the whole language approach was widely used and successful in our parish. However, I find that's not the case at all. The materials we're provided with are all the same kind of text and any books outside of those we have to find ourselves.

Serena. In Serena's third year of teaching experience, her theoretical orientation of skills was not consistent with her daily planning, which reflected a whole language orientation. Interview data revealed that Serena felt that her lesson plans were not consistent with her beliefs about how reading should be taught. The primary constraining factor for Serena was the required curriculum of her school. Serena stated,

> I think a combination of phonics and whole language is best. With such a variety of students you need a variety. Each has its good and bad points. If you can combine the good points of each, you can be more successful. But in our schcol whole language is definitely the dominant theory. I think it's mainly because it's the in thing. The newest buzz word and everyone wants to jump on the band wagon so they don't miss out. I think whole language is a good teaching style but not in isolation to other theories. My plans aren't consistent with my beliefs because whole language is required here, like there are certain rules and activities that are required in our curriculum. These things we must do bring no lasting results. The children have to read a certain number of stories and write a certain number of papers and it's structured just as much as what they complain about phonics but they make you rush to fulfill requirements also. But honestly I have to say they don't stay over our

> shoulders to make sure we follow the set rules every day. But still we do it to fit in the system here.

Serena felt constrained by time and exhaustion factors.

> You have so many children at so many different levels you have to really individualize activities for them and there is not enough time for one on one attention. You rush to fulfill the requirements and lose focus on the comprehension of the individual. You have to focus on just getting it all done, all within a certain amount of time. Teaching is just exhausting. It's not a job you can leave at the office. You become such a part of the children's lives that you think about them constantly and worry about them all the time. It's very emotionally draining as well as physically. You spend all your free time trying to devise new activities and lessons that will help each struggling child.

Sue. In Sue's third year of teaching experience, her theoretical orientation of skills was consistent with her daily planning, which reflected a skills orientation. Sue felt that her lesson plans were consistent with her beliefs about how reading should be taught. Data extracted from an interview with Sue indicated that the primary enabling factor in her school environment that promoted this consistency was administrative support. Sue stated,

> My principal is continuing to learn new strategies as well as making every effort for us to do the same. She's open to new ideas and recently a teacher herself which keeps her in tune with us. I think having a principal like this is most important to having successful students. She allows us to adapt to fit our students, time, and our priorities. I feel my school district follows similar thinking.

Another factor that Sue found to be enabling was the way the scheduling was set up for her second grade class. Sue reported,

> I have plenty of time for reading instruction. All the way from 8:40 when school starts until 1:00 reading is integrated with language arts and spelling and we can spend as much time as we need to. There's a focus on reading in our schedule.

An additional enabling factor was that her school had adopted a reading series that Sue liked.

> My experience at this school has been a unique lesson plan made by the basal company that we adopted and most of us use the reading plans provided. It covers a lot of different activities that I would create anyway and it has good literature in it.

Sue reported that there were constraining factors in her school environment that she had to work against. She was concerned about state-mandated testing and about pupils who were functioning below grade level. Sue stated,

> The standardized tests are okay I guess, but some of my children score low because so many are behind in their grade level. I fear it doesn't reflect how far we've really progressed and how hard our teachers do work. Many of our students are academically at risk and therefore little time can be spent on enriching literature and expanding their experience with literature because extra time is usually given to catching up.

Sue was also concerned about the lack of time for teacher collaboration.

> I wish there was more time for us to collaborate on good strategies or creative ideas. Unfortunately there isn't enough time for us to elaborate on our reading plans because of all the other work there is for us to do.

Sue also felt that teaching was an exhausting profession.

> Students that don't care about learning and have little self-discipline are the most exhausting to me. They ruin school experiences for others. An at-risk class with high enrollment makes you feel pretty defeated. Sometimes you think why bother planning but you keep doing it.

Beth. In Beth's third year of teaching experience, her theoretical orientation of skills was consistent with her daily planning, which reflected a skills orientation. Beth felt that her lesson plans were consistent with her beliefs about how reading should be taught. Data extracted from an interview with Beth indicated that enabling factors in her school that promoted this consistency included administrative support and the opportunity to share with peers. Beth stated,

> My lesson plans are consistent with my beliefs because I believe both phonics and whole language have to be used and I can do that. My principal is very flexible and he's only concerned with if the children are learning. I also have other teachers at my school with the same philosophies and we encourage each other and share information and ideas. Our principal likes for us to try to plan together.

Another factor that Beth found to be enabling was the way the scheduling was set up for her kindergarten class. Beth reported,

> I have a lot of time for reading instruction. The children do silent reading and journal writing the first 30 minutes of each day and throughout the day there's a lot of time for free choice, shared reading and whatever we need. It's a wonderfully flexible schedule which is a good thing because I don't like all of the time taken away from teaching by unimportant things like assemblies, and our kindergarten schedule is so flexible we can work around that.

Beth felt that there was only one constraining factor that ever interfered with her planning at all, and that was the exhaustion of teaching. Beth stated,

> Teaching although rewarding is definitely exhausting. The most exhausting thing is dealing with all the paper work, deadlines, and also dealing with parents.

> Sometimes that all keeps me from planning as well as I would like to.

Jilma. In Jilma's third year of teaching experience, her theoretical orientation of skills was not consistent with her daily planning, which reflected a whole language orientation. Interview data indicated that Jilma believed that her theoretical orientation was a combination of whole language and phonics, and that she did not believe that her lesson plans reflected her beliefs. However, although her daily planning did reflect a whole language orientation, Jilma thought of herself as being forced to teach too much phonics because of standardized testing. Jilma reported,

> I try to teach and plan according to my beliefs, but it's not always possible. My school district says they want hands on and meaningful instruction but then they focus on standardized test scores. This pushes teachers to teach the test and many principals are really pushing phonics skills to increase test scores. We're really being held to standardized tests and many times we're almost forced to teach the test. I think there's too much emphasis placed on these tests. We spend all of our time preparing for these tests and we don't prepare our students for life. Teachers are looked down on if their students don't do well, which causes the teachers to teach the test and also to give students answers.

Jilma also felt that she did not have adequate time for reading instruction.

> I teach language arts from 9 to 11:15 daily but my instruction is often interrupted by DARE, music, and guidance, so I don't have enough time to teach reading. You see, most of my students are at least two grades below level and several are non-readers so reading is very important in my fifth-grade class and I hate all the interruptions.

Jilma also reported that exhaustion was a factor that affected planning.

> I get so exhausted I could sometimes drop. The work never seems to end. There are endless papers to deal with, materials to be made, grants to write, lesson plans to write, bulletin boards to be changed, centers to be set up, reteaching to be done, evaluations to be filled out, and I could go on for days.

As the interview progressed, Jilma commented that perhaps her lessons did reflect more of a whole language approach than she thought. Jilma explained,

> But when I think about it as we talk I'm thinking that when I think about all my learning centers and all the many books we read and all of my units and everything, maybe I just think I'm too much into phonics because I hear it all the time. Because really I guess I do generally use my own style and I do add a lot to lessons.

Jilma did feel that recent changes in her school environment would lead to more freedom for her. She stated,

> My school district is in the transition stage. We just got a change in administration--two new administrators. It looks like my new administration is quite supportive and they say they'll provide us with trade books and let us pretty much teach the way I want to teach. Up til now my school lacks the necessary materials to teach the way I believe reading should be taught.

Jean. In Jean's third year of teaching experience, her theoretical orientation of skills was consistent with her daily planning, which reflected a skills orientation. Jean felt that her lesson plans were consistent with her beliefs about how reading should be taught. Interview data indicated that the primary enabling factor in Jean's school environment that promoted this consistency was administrative support. Jean stated,

> Our principal's main concern is kids. You can teach like you want to as long as you've got a good reason and can justify it. He's very supportive and whatever we feel works to get it to the kids we can do it. He's free and flexible.

Another factor that Jean found to be enabling was the way the scheduling was set up for her fourth-grade class. Jean reported,

> We have plenty of time for reading, have at least two hours a day minimum on reading. Scheduling is flexible. The main thing the principal says is cover reading and math. We cover those all morning. We don't even have to worry about social studies.

Jean reported that there were constraining factors in her school environment that she had to work against. She was concerned about state-mandated testing and about pupils who were functioning below grade level. Jean stated,

> That LEAP and CAT, I don't think they're fair. They're very biased. Not a fair judgment for some kids, especially those that don't have the background for it. Some kids get very nervous and highstrung. Some don't care and will never care. Our school is low socioeconomic with 95% on free lunch. Because of kids that can't read and they're expected to pass these tests and they can't even read them.

Jean was also concerned about the low morale of the teachers in her school.

> Co-worker communication is awful. The teachers aren't cooperative. The teachers don't want anything new and don't want to do art and other subjects with reading. They just want to teach the skill and the story, that's all. They think it's too much work.

Pat. In Pat's third year of teaching experience, her theoretical orientation of skills was not consistent with her daily planning, which reflected a phonics orientation. However, even though Pat's responses on the TORP indicated a

theoretical orientation of skills, Pat stated in her interview that she believed her theoretical orientation was phonics and that her lesson plans were phonics oriented. Therefore, Pat felt that her lesson plans for her fourth graders were consistent with her beliefs about how reading should be taught. Pat talked in her interview of enabling factors in her school environment that promoted this consistency.

> My principal feels comfortable with my back to basics philosophy. He wants us to emphasize flashcard reciting of Dolch List words. His push is to get our student scores up on the testing. We have plenty of phonics skills sheets, flash strips, and stuff we need to do this. Mostly my planning is just organizing these materials. I prepare my students to do well on the CAT by preparing them throughout the year. I try to prepare my students by making my tests similar to the CAT test. This helps keep them from panic when handed a test booklet, though I've noticed some still panic because the CAT test booklet is so big. I like helping a child improve.

Pat did not feel that there were any constraining factors that prevented her from teaching reading the way she believed it should be taught.

Marian. In Marian's third year of teaching experience, her theoretical orientation of whole language was consistent with her daily planning, which also reflected a whole language orientation. In the interview, Marian said she felt that her lesson plans were consistent with her beliefs about how reading should be taught. Data extracted from the interview with Marian indicated that the primary enabling factor in her school environment that promoted this

consistency was administrative support. Marian stated,

> The administration in my school believes in trying new things. They encourage us and support us when we experiment with different teaching methods. So I feel safe and supported to teach reading in a way I believe in. It's great to have that encouragement and support behind us.

Another factor that Marian found to be enabling was the way the scheduling was set up for her first-grade class. Marian reported,

> I feel I have adequate time for reading. We have nearly the whole morning from 8:50 to 11:05 for language arts and then lunch and then more language arts from 11:45 to 12:10. And then from 1:55 to 2:10 is silent reading or read aloud. By doing all the language arts together I can easily combine reading, writing, and spelling which makes it easier to plan integrated lessons.

Marian felt that there was only one constraining factor that sometimes interfered with her planning, and that was the exhaustion of dealing with so many pupils at one time. Marian explained,

> I'm exhausted at the end of the day because of the student/teacher ratio. I have 27 students who need my constant attention and I also have many behavior problems that I have to deal with all day. If the number of students per classroom were lower it would be much less exhausting and I could give them the individual attention they need and more individualized planning.

CHAPTER 5

DISCUSSION

Findings

The purpose of this study was to investigate the participants' theoretical orientations to reading over time. This investigation furnished in-depth information regarding the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influenced consistency between theoretical orientations and planning. The discussion is centered around the three research questions.

Question A

Question A investigated the nine participants' theoretical orientations to reading over a three-year period. The Theoretical Orientation to Reading Profile (TORP) was initially administered to each participant when they were student teachers, and again after three years of teaching experience. An examination of the reading profiles indicated that each one of the participants began their student teaching semester with the skills orientation to reading, with the exceptions of J ssica who began her student teaching with the phonics orientation and Marian who began her student teaching with the whole language orientation. An examination of the reading profiles three years later indicated that the scores of all of the

participants fell within the range described as the skills orientation, with the exception of Marian whose score fell within the range described as the whole language orientation. Therefore, with the exception of Jessica, the participants' theoretical orientation to reading profiles did not change between the time they were student teachers and when they had three years of teaching experience.

Research studies on the durability of theoretical orientations to reading are quite scarce. Two studies were located that used the TORP to investigate durability. Schleffler, Richmond, and Kazelskis (1993) studied the durability of theoretical orientations to reading over a period of ten weeks and reported that the teachers' beliefs about reading were influenced by intensive exposure to a whole language orientation presented during professional development training activities. There was, however, significant regression toward the premeasure position in the period between the post- and delayed postmeasure. Evans (1995) investigated the durability of theoretical orientations over a two-semester internship. Results indicated that the theoretical orientations of the interns fell within the skills orientation, and that these results remained stable throughout the internship. Thus, the results of the present study, which was conducted over a three-year period, were not contradictory to these previous studies which covered a shorter period of time. The

scarcity of research in this area merits further exploration.

Patton (1990) noted that the value of case studies is that they yield information about meaning at a personal level of experience that is masked in quantitative reporting. He noted that open-ended interviews permit one to access the perspective and to understand the world as seen by the respondent. Although the results of the TORPs indicated that, with the exception of Jessica, the participants' profiles did not change between the time they were student teachers and when they had three years of teaching experience, personal interviews revealed that some of the participants had differing perceptions. These interviews revealed that although Jessica's theoretical orientation had changed, her perception was that it had not changed. Dawn, Jilma, Jean, and Marian's perceptions were that their theoretical orientations had changed, even though their TORP scores indicated that they had not changed. These inconsistencies merit attention and exploration in further studies.

DeFord (1985), who developed and validated the TORP, recommended that interviews or observations be used in conjunction with the TORP to confirm teacher orientation. She noted that it was possible for teachers to respond to some items on the TORP one way and in practice to do something very different. DeFord (1985) stated,

> There were some instances where the observers and teachers did not agree on some items. While this does not invalidate the total instrument, it does suggest caution in its interpretation from the total score without observations and/or interviews (p. 364).

Question B

Question B investigated the consistency between the participants' theoretical orientations and their planning for reading instruction over a three-year period. Written lesson plans and interview data were collected and analyzed when the participants were student teachers, and again after three years of teaching experience.

An examination of the TORP results during student teaching indicated that the theoretical orientations and daily planning of two of the participants were consistent, while the theoretical orientations and daily planning of seven of the participants were not consistent. The theoretical orientations and unit planning of three of the participants were consistent, while the theoretical orientations and unit planning of six of the participants were not consistent. An examination of the TORP results after three years of teaching experience indicated that the theoretical orientations and planning of four of the participants were consistent, while the theoretical orientations and planning of five of the participants were not consistent.

These mixed results are consistent with the studies of other researchers who have sought to explore the

relationship between the theories teachers hold about reading instruction and their classroom practices (Duffy, 1977; Gordon, 1996; Kinzer, 1988; Mitchell, 1990; Wilson, Konopak, & Readence, 1992).

Richardson, Anders, Tidwell, and Lloyd (1991) noted that attempts at determining teachers' beliefs and theories and relating them to their classroom actions have led to contradictory results. They suggested that the contradictory results could be due to the need for elicitation of the teacher's verbal commentary on beliefs and practices rather than relying on belief inventories. When Richardson, Anders, Tidwell, and Lloyd (1991) examined the data from belief interviews, they reported that the beliefs of the teachers in their sample were consistent with their classroom practices in the teaching of reading comprehension. When McGee and Tompkins (1995) studied the relationship between beliefs and reading instruction of four elementary teachers, each teacher verbally reflected on beliefs about reading used in developing the lesson plan. The authors concluded that the ideological stances that emerged from the articulated personal beliefs about reading were consistent with the lesson plans that were developed.

Munby (1984) observed that belief inventories present teachers with the task of responding to lists of beliefs that may or may not correspond to the beliefs relevant to their unique professional reality. Pajares (1992) reported

that belief inventories cannot encompass the myriad of contexts under which specific beliefs give fruition to intention and behavior. That is not to say that belief inventories should not be used, in that the results of belief inventories can help detect inconsistencies and areas that merit attention.

Although not a focus of the research questions in this study, analysis of data did indicate that in most cases where the TORPs and planning were not consistent, consistency was noted between the interviews in which the participants articulated personal beliefs and the lesson plans that were developed. This confirms Pajares' (1992) conclusion that not only belief inventories but also additional measures such as open-ended interviews and observations of behaviors "must be included if richer and more accurate inferences are to be made" (p. 327).

Question C

Question C investigated the enabling or constraining factors that the participants identified as having influenced their theoretical orientations and planning when they were student teachers, and again after three years of teaching experience. In research studies where there have been inconsistencies between beliefs and practices, contextual variables have been postulated to explain these inconsistencies. Results of this study indicated that the participants did believe that there were several enabling

and constraining factors that influenced their beliefs and planning.

A significant factor that emerged from the data collected from the participants while they were student teachers indicated the importance of the relationships with the cooperating teachers. When the student teachers felt that they had positive relationships with their cooperating teachers, they tended to view the student teaching experience as an environment in which they felt that they were given the autonomy to risk trying out their beliefs about instruction. Conversely, when the student teachers felt that they had negative relationships with their cooperating teachers, they tended to view the student teaching experience as an environment in which they felt that they were inhibited in trying out their beliefs about instruction. These results are consistent with the studies of Fox (1995), Griffin (1989), Jacknicke and Samiroden (1991), and Kagan (1992a) who found that student teachers tended to view the student teaching experience in interpersonal terms, using the warmth of their relationships with their cooperating teachers as opportunities for professional growth. Chamberlin and Vallance (1991) found that the lack of a positive relationship with the cooperating teacher inhibited an atmosphere in which risk taking was regarded as safe.

Data collected from the participants after three years of teaching experience indicated the importance of relationships with the principals of the schools. Administrative support was considered to be an enabling factor in the opportunity to carry out personal beliefs about instruction. When administrative support was lacking, the participants felt constrained and found it difficult to carry out personal beliefs about instruction. The participants valued principals who encouraged teacher participation in decision making, who allowed flexible scheduling, who encouraged peer collaboration, and who encouraged risk taking.

The degree of autonomy afforded teachers by principals has emerged as a significant contextual variable in other studies (Charles & Karr-Kidwell, 1995; Kilgore, Ross, & Zbikowski, 1990; Lashway, 1995; Reitzug & Burrello, 1995; Yee, 1990). Recent research has documented the ability of teachers to make major decisions about content and methods (Lashway, 1995).

Another contextual variable that emerged as an enabling or constraining factor was the response of pupils to instruction. The participants modified their planning for reading instruction according to the positive or negative responses of the pupils and the ability levels of the pupils, findings which were consistent with the research study of Dudley-Marling (1995).

The use of basals and accompanying teacher guides was both an enabling and a constraining factor in planning reading instruction. Some of the participants felt that basals were useful in providing information about what pupils should be expected to know in the different grade levels. The participants believed that this information would be helpful in preparing pupils for standardized tests. Many of the participants liked the security of knowing that they could follow the plans in the basal teaching guides when they did not feel well, were exhausted, or were dealing with time constraints. Some of the participants viewed the basals as constraints to teacher creativity and freedom of choice. Several of the participants commented that they had been influenced by their coursework to consider the use of literary works as superior to basals in the teaching of reading.

The participants, as student teachers and again as experienced teachers, expressed significant concerns about state-mandated testing as a constraining variable in their planning for reading instruction. They expressed feelings of distress about the emotional pressure on the pupils. Some of their other concerns were that the pupils did not understand test directions, that the tests were biased against minorities, that the tests were not representative of what the pupils knew, that the tests were not a good measure of the pupils' abilities, and that the time spent on

testing was time taken from opportunities to interact with literature. Most of the participants felt that their planning for instruction was driven by state-mandated testing, and therefore they felt pressured to teach to the tests.

Lutz and Maddirala (1990) studied the effects of mandated testing on teachers. They concluded that mandated testing negatively affects teachers' sense of control over their professional lives, that most teachers feel that the educational system is under pressure to obtain high test scores, and that teachers cope with mandated tests by teaching to the test. Dudley-Marling and Murphy (1997) reported that the use of standardized measures of reading achievement sustains inequities by valuing certain literacy practices over others and reinforces the assumption that reading is a technical instead of a social activity.

Other significant constraining factors that emerged from this study were those of time management, exhaustion, and illness. The participants expressed frustration about lack of adequate time for planning due to excessive paperwork, interruptions in schedules, auxiliary activities, and having a large number of pupils of varying ability levels. Throughout the study, the participants described teaching as an exhausting profession and at times wondered if they could continue to endure the stress. When the participants began their student teaching experience, they

felt that they were healthy, but as the semester progressed they began to experience numerous illnesses. Journal entries described difficulties with headaches, backaches, viruses, colds, flu, sore throats, ear infections, intestinal upsets, vomiting, and asthma.

Research studies have described teacher burnout as a condition involving emotional, physical, and attitudinal exhaustion generated by excessive demands upon the teacher's energy and emotions (Hollingsworth, 1990; Lutz & Maddirala, 1990; Pullis, 1992). Flint (1982) described burnout as a state in which teachers become so exhausted that they have come to feel that satisfaction in teaching is either not possible or no longer worth the effort to try. Frank and McKenzie's (1993) study followed 41 teachers over a five-year period. Results indicated slow but steady increases in emotional exhaustion over the time period. Morris and Morris (1980) noted that the student teaching experience is especially stressful.

Results of the present study indicated that the participants identified several enabling or constraining factors that influenced their beliefs and planning as they attempted to negotiate personal, social, and pedagogical dilemmas. This study testifies to the complex landscapes in which classroom teaching occurs.

Limitations

With any research, there are limitations inherent in the methodology whether one uses a quantitative or a qualitative approach. This does not testify to the weakness of the method but does testify to the richness of the studies themselves. There can never be a truly objective process of inferring major themes, drawing relationships, and extrapolating implications. Value judgments are inherent in each of these activities. As Kagan (1992a) noted,

> The unique configuration of background knowledge, values, and cognitive propensities that a particular researcher brings to these activities acts as a filter. Thus, it is possible for two experts in the same field of research to disagree about the meaning or significance of a particular empirical study (p. 132).

Researchers have a responsibility to insure validity and reliability as much as possible within the constraints of their studies. In order to insure the credibility of the findings of this qualitative study, procedural safeguards recommended by Lincoln and Guba (1985) were utilized. These safeguards included sustained engagement, triangulation, and the use of member checking, peer debriefing, and auditing. Sustained engagement was a component of this study in that the researcher entered into the world of the nine participants over an extended period of time. This study was further strengthened by the triangulation of data sources. By collecting data from multiple sources, the researcher compensated for the limitations of any one

source. Since the researcher was not in attendance daily to see everything that occurred, information was reviewed and discussed periodically with each of the participants, who served as member checkers. Thus, the interpretive aspects of the task were mitigated by attending to the voices of the participants. The use of a peer debriefer and an external auditor helped to insure the accuracy of the information presented in this research by verifying the credibility of both the process and the product of this inquiry and noting whether the conclusions that emerged from this study were logical representations of the data.

Implications for Future Research

Patton (1990) stated that the purpose of qualitative research should be to produce findings that have potential implications for practical concerns. The knowledge that has been contributed by this study does have the potential to contribute significantly to the development of more effective teacher preparation programs and teacher in-service training. Attending to the voices of the participants has called attention to fruitful areas for further research.

Clark and Peterson (1988) stated that the literature provides us with little knowledge of how teacher planning and implicit theories and beliefs develop over time and therefore what kinds of interventions might help these processes along. They further stated that longitudinal

studies of the development of teachers' thought processes would be one answer to this need. This study was an attempt to make explicit and visible the frames of reference through which nine individual participants reflected on their theoretical orientations to reading and their planning for reading instruction over a three-year period.

The concept of teacher as reflective practitioner has been a productive force in helping to clarify teachers' internal decision-making processes (Dudley-Marling, 1995). As teachers articulate and examine their beliefs, share their ideas and concerns, and talk through their plans and problems, they provide us with an avenue of insight into the complexities of teaching and provide us with patterns and themes to explore for further knowledge. Listening carefully to the voices of teachers, we will learn more about the realities of their worlds, find better ways to support them as they negotiate the challenges of teaching, and provide opportunities for collaborative inquiry. Continued research that focuses on teachers' articulated and written reflections on their beliefs, their practices, and the consistencies and discrepancies between these beliefs and practices will provide useful information for educators who develop and implement teacher education courses, field experiences, and staff development programs.

The results of this study indicated that, with the exception of Jessica, the participants' theoretical

orientation to reading profiles did not change over the three-year period. Although change did occur for Jessica, this change was not dramatic in nature. The prevailing theoretical orientation embraced by the participants was within the range described as skills, which combines elements of phonics and whole language. Therefore, it would seem that focusing on fine points of differences in teachers' beliefs about reading would not be particularly productive. It may be that it would be more productive to focus research on beliefs that are determined analytically to differentiate between the two ends of the continuum and to support the position that preservice and inservice teachers be encouraged to blend reading orientations and to weave together a variety of methods rather than to adhere strongly to one orientation or another. Recent work by Wharton-McDonald, Rankin, Mistretta, and Ettenberger (1997) is a step in the direction of exploring a blend of perspectives in reading instruction. More research is needed to investigate this line of inquiry. The practical implication is that those who develop and implement teacher preparation courses, field experiences, and inservice training must address the issue of helping preservice and inservice teachers to develop critical awareness skills for analyzing their beliefs and action plans, to build an awareness of the beliefs that undergird their pedagogical knowledge, and to learn to reflect on these beliefs.

The present study yielded implications for student teacher placement in field experiences. Bean and Zulich (1992) noted that student teacher placement is often a matter of convenience rather than careful thought about its impact on a student teacher. The results of this study showed clearly that field placement played a role in whether or not the student teachers felt that they had the freedom to experiment with planning for reading instruction. The participants expressed the desire for partnerships with cooperating teachers that created atmospheres for the free exchange of ideas. Since it appeared that the cooperating teacher was the central figure in the student teaching experience, research studies that focus on the relationships between student teachers and cooperating teachers, that focus on how classroom processes are shaped by the beliefs of the cooperating teachers, and that examine the influence of the beliefs of the cooperating teachers on the beliefs of the student teachers are needed. This area of research would have practical implications for decision making about student teacher placement in field experiences.

Borko, Eisenhart, Underhill, Brown, Jones, and Agard (1991), O'Brien, Stewart, and Moje (1995), and Zeichner and Tabachnick (1985) studied student teachers and discovered that student teachers faced many contextual pressures that influenced instructional choices and forced them to modify their beliefs because of a variety of contextual factors.

These researchers concluded that teacher educators have largely ignored the personal, social, and pedagogical variables that can affect a novice's instructional decisions. The participants in the present study confirmed that there were contextual factors that influenced their beliefs and planning when they were student teachers. The practical implication is that those who develop and implement teacher preparation courses and field experiences must address the recognition and analysis of the influences that shape the contextual constraints of the classroom.

Factors relating to teacher stress emerged throughout the study as an area of significant concern to the participants. Problems with time management, exhaustion, and illnesses were consistently reported. Morris and Morris (1980) stated that little was being done to prepare student teachers to cope with the stress of teaching, and that research on the subject was limited. Linville and Belt (1982) reported that one of the best ways to deal with the conditions that promote stress in the teaching profession would be to include information about stress and ways of coping with it in a teacher preparation program.

Kratzer (1995) reported that the need for research in the area of teacher stress continues to be critical. Inservice training for teachers must address the nature of stress and the factors that seem to contribute to it. Research studies that focus on looking at aspects of the

work environment that can be manipulated to create job satisfaction would be particularly useful. Collaborative research efforts involving teachers, administrators, and teacher educators could be helpful in the exploration of ways to lessen stressful teaching conditions.

There were several areas of concern that were reported by the participants in regard to state-mandated testing that would be fruitful areas for further research. These include the negative emotional effects of state-mandated testing on pupils, the effects of ranking school districts according to standardized test scores, and the testing of minority and disadvantaged pupils. Further research is needed to determine what information teachers get from the results and how this translates to planning for reading instruction.

The participants in the present study revealed conflicting feelings about the use of basals when they were student teaching and again as experienced teachers. They often expressed feelings of guilt when they used basals. This appeared to be in response to the influence of their coursework where they felt they had been taught to consider the use of literary works as superior to basals in the teaching of reading. On the other hand, there were times when they liked the security of knowing that basals were available for them to use and times when they felt that the use of basals was advocated by their cooperating teachers or school administrators. Since the use of basals appeared to

be a major issue throughout the study, more qualitative research is needed in this area in order to explore not only how teachers feel about basals, but how teachers of university courses in reading and school administrators feel about them. Research studies that address the interrelationships of these three groups would be particularly useful. Research is also needed to explore what type of instruction, if any, that preservice teachers receive on how to use basals or how to integrate whole language into them.

Teachers who have insight into their beliefs and practices, an awareness of potentially enabling and constraining factors, and an understanding of the interactive nature of these relationships are potentially in a better position to control their own professional actions and growth. Those in faculties of education and others in positions of authority over educational matters have the opportunity to help preservice and inservice teachers to become more self-aware and knowledgeable about their beliefs and practices in relation to their professional contexts. This is best accomplished through attending to the voice of teachers to find out from them what it is they need in order to improve.

This study has provided an in-depth description of the thoughts and actions, as related to the research questions, of nine participants during their student teaching

experiences and again three years later as elementary teachers. However, the participants and their stories will continue to develop long past the life of this study, for teaching and teachers are always in process, never completed.

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APPENDIX A

PARTICIPANT PERMISSION

December 9, 1996

Dear _____,

This letter is a follow-up to our recent telephone conversation about the research study. I really enjoyed visiting with you and hearing about how things are going for you. Thank you very much for agreeing to allow me to use the data collected from you in 1994 when you were student teaching, and for agreeing to participate in the follow-up study of 1997. Your input will be extremely valuable. The data that you provide will be confidential in that you will not be identified by your real name in the study.

I have enclosed a permission slip for you to sign and return. Thank you.

Sincerely,

Norma Jean Paris

PERMISSION SLIP

I agree to be a participant in a research study conducted by Norma Jean Paris for the purpose of studying teachers' theoretical orientations to reading over time.

_____
Signature

APPENDIX B

DEFORD THEORETICAL ORIENTATION TO READING PROFILE

APPENDIX

The DeFord Theoretical Orientation To Reading Profile (TORP)

Name _____

Directions: Read the following statements, and circle one of the responses that will indicate the relationship of the statement to your feelings about reading and reading instruction.

(select *one* best answer that reflects the strength of agreement or disagreement).

		SA	2	3	4	SD
1.	A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.	1	2	3	4	5
		SA				SD
2.	An increase in reading errors is usually related to a decrease in comprehension.	1	2	3	4	5
		SA				SD
3.	Dividing words into syllables according to rules is a helpful instructional practice for reading new words.	1	2	3	4	5
		SA				SD
4.	Fluency and expression are necessary components of reading that indicate good comprehension.	1	2	3	4	5
		SA				SD
5.	Materials for early reading should be written in natural language without concern for short, simple words and sentences.	1	2	3	4	5
		SA				SD
6.	When children do not know a word, they should be instructed to sound out its parts.	1	2	3	4	5
		SA				SD
7.	It is a good practice to allow children to edit what is written into their own dialect when learning to read.	1	2	3	4	5
		SA				SD
8.	The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.	1	2	3	4	5
		SA				SD
9.	Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.	1	2	3	4	5
		SA				SD

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10.	It is a good practice to correct a child as soon as an oral reading mistake is made.	1	2	3	4	5
		SA				SD
11.	It is important for a word to be repeated a number of times after it has been introduced to insure that it will become a part of sight vocabulary.	1	2	3	4	5
		SA				SD
12.	Paying close attention to punctuation marks is necessary to understanding story content.	1	2	3	4	5
		SA				SD
13.	It is a sign of an ineffective reader when words and phrases are repeated.	1	2	3	4	5
		SA				SD
14.	Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.	1	2	3	4	5
		SA				SD
15.	When coming to a word that's unknown, the reader should be encouraged to guess upon meaning and go on.	1	2	3	4	5
		SA				SD
16.	Young readers need to be introduced to the root form of words (run, long) before they are asked to read inflected forms (running, longest).	1	2	3	4	5
		SA				SD
17.	It is not necessary for a child to know the letters of the alphabet in order to learn to read.	1	2	3	4	5
		SA				SD
18.	Flashcard drills with sightwords is an unnecessary form of practice in reading instruction.	1	2	3	4	5
		SA				SD
19.	Ability to use accent patterns in multisyllable words (pho ' to graph, pho to' gra phy, and pho to gra' phic) should be developed as part of reading instruction.	1	2	3	4	5
		SA				SD
20.	Controlling text through consistent spelling patterns (The fat cat ran back. The fat cat sat on a hat) is a means by which children can best learn to read.	1	1	3	4	5
		SA				SD
21.	Formal instruction in reading is necessary to insure the adequate development of all the skills used in reading.	1	2	3	4	5
		SA				SD
22.	Phonic analysis is the most important form of analysis used when meeting new words.	1	2	3	4	5
		SA				SD
23.	Children's initial encounters with print should focus on meaning, not upon exact graphic representation.	1	2	3	4	5
		SA				SD
24.	Word shapes (word configuration) should be taught in reading to aid in word recognition.	1	2	3	4	5
		SA				SD
25.	It is important to teach skills in relation to other skills.	1	2	3	4	5
		SA				SD
26.	If a child says "house" for the written word "home," the response should be left uncorrected.	1	2	3	4	5
		SA				SD
27.	It is not necessary to introduce new words before they appear in the reading text.	1	2	3	4	5
		SA				SD
28.	Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped)	1	2	3	4	5
		SA				SD

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VITA

Norma Jean Paris received a bachelor of arts degree, *summa cum laude*, in elementary and foreign language education from Louisiana State University in Shreveport in 1975. She received her master of education degree in reading from Louisiana State University in 1977. She completed a specialist degree in counseling from Louisiana Tech University in 1980, and a specialist degree in school psychology from Louisiana State University in Shreveport in 1985. She is currently completing the requirements for the doctor of philosophy degree in Curriculum and Instruction from Louisiana State University, which will be conferred in August of 1997.

Mrs. Paris has been an educator for 22 years. She has served as a teacher in elementary, junior high, and high school classes. She developed a curriculum in French and Spanish for the school district. For the past 12 years, she has worked as a school psychologist. Mrs. Paris serves as a consultant to the Juvenile Justice program and serves as an adjunct instructor of psychology at Louisiana State University in Shreveport. She is also a Licensed Professional Counselor.